Decoding/Structural Analysis

Fluency

Vocabulary/Vocabulary Strategies

Comprehension

Writing

Take-Home Stories
Dear Family Member or Caregiver:

Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.

Each week your child will bring home
• a Fluency passage that he or she will read to you.
• a Take-Home Story for the two of you to read together and discuss.

Using these brief texts, you can help your child review vocabulary words and practice key reading skills taught that week.

Your interest, praise, and encouragement are sure to lead to your child’s success in school. Here’s to an exciting year of learning!

Yours truly,
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In a **consonant blend** you can hear the sound of each consonant. Examples are *st, pl, and dr.*

A. Underline the consonant blends in the words below. Then circle the short vowel sound in each word.

- flap
- grass
- drop
- cliff
- plum
- slip
- track
- bring
- crab
- stop

B. Circle each word from Part A in the puzzle. Look for the consonant blends to help you.

C. Use the correct words from Part A to complete each sentence.

1. Tom cut the **grass** for my dad.
2. I will **stop** and not swim so I can eat.
3. Jack will **bring** Fran to the pet shop.
4. The **cliff** had a big drop.
5. A **crab** is in the sand.
A. As you read, pay attention to end punctuation, pauses, stops, and intonation.

Rob sat with Pam. “The kids will find us,” said Rob. Just then a bat zipped past. It made Pam jump. It nabbed a bug and left. Next, a skunk stopped on a log. It sniffed and crossed the grass. When it kept going, Pam and Rob were glad.

Rob got up and added sticks to the fire. A twig snapped. Pam and Rob kept still. A bigger snap made them jump.

“Pam! Rob!” Jill led the kids from camp onto the grass. In back of them was Mr. Lind. “Are you OK? What happened?” they asked excitedly. Pam and Rob were glad to see Jill.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>path</th>
<th>rest</th>
<th>cliff</th>
<th>rock</th>
<th>mud</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>sped</td>
<td>grip</td>
<td>spot</td>
<td>skunk</td>
</tr>
<tr>
<td>snap</td>
<td>lend</td>
<td>clip</td>
<td>flop</td>
<td>snug</td>
</tr>
<tr>
<td>slack</td>
<td>trend</td>
<td>split</td>
<td>blond</td>
<td>tuck</td>
</tr>
<tr>
<td>grand</td>
<td>speck</td>
<td>trick</td>
<td>stomp</td>
<td>slump</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
Add -ed, -ing, -s, or -es to the end of a word to change the meaning.

A. Fill in the missing parts to make the bold-faced word.

1. Min kicked the ball and ran.
   kick + ed = kicked

2. Mom was helping Ben make his bed.
   help + ing = helping

3. It was spinning a web.
   spin + n + ing = spinning

4. Is Jim hiding from Rosa?
   hide - e + ing = hiding

5. She tosses paper into the trash can from her seat.
   toss + es = tosses

B. Write two sentences about being at home. Use the word resting in one sentence. Use the word talked in the other.

1. ________________________________________________________
   ________________________________________________________

2. ________________________________________________________
   ________________________________________________________
A. Vocabulary Words  Circle the word or phrase in the group that does not belong with the bold-faced word.

1. regretted  was sorry  wanted  felt bad
2. edge  end  rim  crack
3. nervous  calm  jumpy  worried
4. excitedly  happy  tired  joyful
5. rashly  slow  not careful  quick

6. Which would Pam say **excitedly**? Explain on the lines below.
   a. “I found Wild Cat Rock!”  
   b. “Jill said a rock is on Mud Hill.”

B. Vocabulary Strategy: Dictionary  Use a dictionary to look up each word in bold. Draw a line from the bold word to its meaning on the right.

1. The dress did not **fit** her. the right size
   He ran each day and was very **fit**. in good health

2. Sam only had a **drop** of water to drink. to let something fall
   Did you **drop** the cup of milk?
   a small amount of liquid

3. We saw **tracks** in the snow. a mark left by a person or animal
   Look before crossing a **track**. a set of rails on which trains move
After reading “Missing on Mud Hill,” fill in the Story Map to help you analyze the characters, setting, and plot.

**Characters**
- Pam, Rob, Mr. Lind, Jill

**Setting**
- Mud Hill

**Problem**
- Pam hurts her arm when she falls off her bike.

**Events**
- Pam and Rob go biking on Mud Hill.
- Pam falls off her bike and hurts her arm.
- Rob stays with Pam and keeps her safe.

**Solution**
- The other kids from camp find Pam and Rob.
Read the passage. Then complete the questions.

The Edge of Crag Hill

Pat grabbed at the edge of a rock on Crag Hill. He lifted himself up, putting his foot up a bit. Then he looked down. He saw a big drop down. Pat’s hands felt cold. His glasses fogged up. He could not see very well. Pat got nervous. He regretted climbing Crag Hill on a cold day. Would he get help?

Then Pat heard a yell. He yelled back. A man sat on top of Crag Hill. The man tossed a rope to Pat. Pat grabbed it and held on as the man tugged him up to the hilltop. Pat was all right!

1. Underline words in the story that have short vowels.

2. Circle the words with inflectional endings.

3. Where does the story take place?

   on the side of Crag Hill

4. How does Pat feel at the end of the story?

   thankful, safe, glad

5. Pat gets ________ because he is scared.

   nervous  rash  happy
To help you plan your writing, fill in an organization map.

[Diagram of an organization map]

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A silent e at the end of a word can make the vowel say its name.

**A. Underline the long vowels in the words below.**
- cape
- eve
- glide
- spoke
- cute
- pace
- trapeze
- wipe
- close
- huge

**B. Use the words from Part A to complete the sentences and puzzle.**

**Across**
1. The pumpkin was ___ in size.
2. I ___ my glasses with a napkin.
3. Look, that man is swinging from a ___!
4. The cat is soft and ___.
5. The game was ___ but we lost.

**Down**
1. I felt my skates ___ across the ice.
2. December 31 is New Year’s ___.
3. Wow, you ran at a fast ___!
4. My dad ___ about his job to the class.
5. My costume has a red ___.
A. Have a partner time you as you read the passage. 
Record your scores below.

One day, a man named John Back made homemade paste on a stove. When John went to another place in the shop, he left the paste pot untended on the fire. The hot paste spilled over the sides of the pot. It made the fire swell in size.

At last, John saw the fire. He tipped a bucket of water on it, but it did not help. John felt panic and left the shop fast. The accident in John’s shop started a big fire. Shops and homes went up in flames. Firemen stopped the blaze after a time, but it had burned lots in the city.

Record Your Scores

First Read: Words Read _____  Time _____
Second Read: Words Read _____  Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, and end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
A compound word is a word made up of two smaller words.

A. Write the two words that make the bold-faced word.

Example:

bathtub   bath   tub

1. homesick   home   sick
2. handstand   hand   stand
3. cupcakes   cup   cakes
4. backpack   back   pack
5. sunrise   sun   rise

B. Use the correct word from Part A to complete each sentence.

1. Mom stuffed my **backpack** full of books.
2. Dan woke up before **sunrise**.
3. Kate can do a **handstand** by herself in gym class.
4. I wanted to leave camp because I was **homesick**.
5. He ate five **cupcakes** within an hour!
A. Vocabulary Words  Circle the word or phrase in the group that does not belong with the bold-faced word.

1. blaze  flame  soft  hot  
2. accident  mistake  upset  plan  
3. basement  home  under  top  
4. flooding  lost  water  damp  
5. tourists  visit  home  trips  

6. Which can be carried? Tell why on the lines below.  
   a. a dump truck  b. a toy truck

B. Vocabulary Strategy: Word Parts  Write the letter of the meaning on the right that matches the word on the left.

1. pancake  a  a. flat cake made on top of a stove  
2. nutshell  e  b. the time when the sun goes down  
3. anthill  c  c. a hill of sand made by ants  
4. sunset  b  d. small yellow fish  
5. goldfish  d  e. a case that holds a nut
After reading “A Trip to Seattle’s Past,” fill in this Character, Setting, Plot Chart to help you analyze the characters, setting, and plot.

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting</th>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the narrator</td>
<td>• Seattle in the</td>
<td>• The narrator’s family takes a tour of Seattle. A guide talks</td>
</tr>
<tr>
<td>and her family</td>
<td>present</td>
<td>about its past.</td>
</tr>
<tr>
<td>• Dan the tour</td>
<td>• Seattle in the</td>
<td>• People sell logs, ships, and fish. Seattle grows.</td>
</tr>
<tr>
<td>guide</td>
<td>1880s</td>
<td>• A fire starts and burns homes and shops.</td>
</tr>
<tr>
<td>• John Back</td>
<td></td>
<td>• To stop flooding, streets are made higher. Shops end up in</td>
</tr>
<tr>
<td>• Bill Speidel</td>
<td></td>
<td>basements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tourists go under sidewalks to visit old shops.</td>
</tr>
</tbody>
</table>
Read the passage. Then complete the questions.

Mud Angels in Florence, Italy

In 1966, flooding in downtown Florence made history. Basements were filled with mud and water. As people saw the water rise, they thought the city was lost.

But there was hope! Some tourists were called “mud angels” because they helped the city. They carried many important books and artwork to safe places, saving them from the water. These things were a big part of the city’s history. Today, these works are safe and used to teach about the past.

My Uncle Mike likes to visit the city of Florence. He thinks I should go there someday too.

1. Underline words in the passage that contain long a, e, i, o, or u with silent e.

2. Circle the compound words in the passage.

3. What is the setting of the story?

Florence, Italy in 1966

4. How did the “mud angels” help the city?

They saved important books and artworks.

5. __________ go to cities to see things from the past.

Tourists  Teachers  Mothers
To help you plan your writing, fill in an organization map.
Read the passage. Then complete the questions.

All Wet

Ben did not know the water in the river was so fast. Then the raft tipped over. Ben was glad he had a life jacket. Now he sat on a rock in the river. He was nervous, wet, and cold.

“Ben!” his mom said. Ben saw his mom tie a rope to a tree. Dad tossed the rope, but it hit the water.

“Try again!” Ben called excitedly. Dad did it again. This time Ben got the rope and tied it to himself. He slid off the rock. Water got on his pants. Ben could not swim well.

Mom and Dad tugged the rope and pulled Ben to land. Ben said, “Am I glad to see you!”

1. Underline the words that describe the setting in the passage.

2. Put a box around Ben’s feelings in the passage.

3. Summarize the plot of the passage.

Ben’s raft tips into the water. His mom and dad get him. Ben is glad.
Read the passage. Then complete the questions.

A Trip to Mesa Verde

Rick Rockland came to Mesa Verde, Colorado. Rick wanted to find things in Mesa Verde that had never been found before.

Mesa Verde is an old village that was made more than 700 years ago. People who lived there built houses in caves and under cliffs. But they had to leave Mesa Verde after a time because there was no more water. It was a lost city. Since then, people have looked for things left behind in Mesa Verde. Rick was excited to see what he could find!

1. Underline the main character’s name every time it appears in the passage.

2. Put a box around words that tell about the setting in the passage.

3. Why did Rick Rockland want to go to Mesa Verde?
   
   **He wanted to find things that nobody had ever found before.**
Consonant digraphs are two consonants together that make one sound. *Th, sh, wh,* and *ph* are consonant digraphs.

A. Underline the consonant digraphs in the words below.

- fish
- shop
- wash
- which
- thank
- phone
- crush
- think
- graph
- shape

B. Circle each word in the puzzle. Look for the consonant digraphs to help you.

C. Use the correct words from Part A to complete each sentence.

1. I got grapes at a food **shop**.
2. You must always **think** before you speak.
3. I stepped on the can to **crush** it.
4. We use **graph** paper in math class.

Write the letters from the boxes above on the lines. It spells a secret message!

Call me from your new **phone**.

4 3 1 2
A. As you read, pay attention to accuracy.

Antarctica is not like other places.

In summer, as the ice melts, Antarctica gets small. In winter the land gets big as the sea around it freezes. Antarctica can grow up to 10 million square miles in winter.

Antarctica is a land of midnight sun. In summer the sun shines all day. A late sunset takes place. The nights can last less than an hour.

In winter, the sun can come up for an hour. Days are dark in winter.

In summer, sun melts a top layer of ice. When big chunks of ice melt, ice can slide in to the sea. These chunks of ice are called icebergs.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>whip</th>
<th>phone</th>
<th>whine</th>
<th>brake</th>
<th>crack</th>
</tr>
</thead>
<tbody>
<tr>
<td>shape</td>
<td>crash</td>
<td>photo</td>
<td>invite</td>
<td>plum</td>
</tr>
<tr>
<td>thick</td>
<td>graph</td>
<td>theft</td>
<td>cube</td>
<td>drink</td>
</tr>
<tr>
<td>than</td>
<td>whales</td>
<td>shave</td>
<td>theme</td>
<td>trust</td>
</tr>
<tr>
<td>ships</td>
<td>these</td>
<td>method</td>
<td>slope</td>
<td>flunk</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____

At Home: Reread the passage and talk about what you know about Antarctica.
A closed syllable is a syllable that ends in a consonant. Most closed syllables have a short vowel sound.

A. Rewrite the word. Then place a line between the syllables.

Example:

basket  
\[ \underline{b}a/s/\underline{k}e/t \]

1. tennis  
\[ \underline{t}e/n/\underline{n}i/s \]

2. dentist  
\[ \underline{d}e/n/\underline{t}i/s \]

3. plastic  
\[ \underline{p}l\underline{a}/s/\underline{t}i/c \]

4. hundred  
\[ \underline{h}u\underline{n}/\underline{d}r\underline{e}/d \]

5. discuss  
\[ \underline{d}i\underline{s}/\underline{c}u/s \]

B. Use the correct words from Part A to complete each sentence.

1. You will need a racket and a ball to play ______tennis_____.

2. He said he was one ______hundred______ years old!

3. A lot of things are made with ______plastic______.

4. It will help you to ______discuss______ the problem with a pal.

5. When was the last time you went to the ______dentist______?
A. Vocabulary Words  Check true or false for each statement.

1. Ice is the solid state of water.  ✓true   □false

3. Scientists are often learning new things.  ✓true   □false

2. You see rare animals all the time.  □true   ✓false

4. When it is midnight, the clock says 11:00.  □true   ✓false

5. A hurricane is an extreme storm.  ✓true   □false

B. Vocabulary Strategy: Context Clues  Underline the context clues that help you figure out each bold-faced word.

The scientists wanted to study the comet, so they were up past midnight. The sky would be dark then. They stood at the telescope and looked into it. They saw a rare thing—a comet in the sky! A comet is an odd mass of ice and gas. That body of flying frozen water was an extreme thing that few had seen.

Use the correct bold-faced word from above to complete each sentence.

1. The sky is not well lit at midnight.

2. To fish in winter, we cut a hole in the ice on the lake.

3. You were lucky to see a comet because they are rare.

4. Dan and Jim jumped into a big mass of leaves.

5. Tom can do extreme stunts on his bike.
After reading “Antarctica: A Trip to the South Pole,” write the main idea of the passage and the details that support it in the Main Idea Web.

Main Idea

Antarctica is a rare land.

- Antarctica is a very cold place.
- Antarctica changes shape in the summer and winter.
- The sun shines all day in the summer.
- The sun comes up for just one hour in the winter.
- Antarctica has caves and lakes, but no plants.
- Antarctica is home to penguins, seals, and whales, but not people.

Sample responses are provided.
Read the passage. Then complete the questions.

**A Trip to Greenland**

Greenland is a rugged land north of the United States. The weather is not as extreme as it is in Antarctica, but it can still be very cold.

Robert E. Peary was the first man to go around Greenland. He found out that Greenland has water on all sides. It is because of Peary that scientists know about Greenland.

Scientists found that most of Greenland is ice with rock at its base. The ice changes shape in the summer. Some of the ice melts, and falls off. Tourists go to see this land at this time.

1. Underline words in the passage that contain digraphs *th, sh, wh*, or *ph*.

2. Find the words **rugged** and **summer** in the passage. Place a line between the syllables in each word.

3. What is the main idea of the second paragraph?

   **Peary was the first man to go around Greenland.**

4. Is the last sentence a main idea or a supporting detail?

   **supporting detail**

5. Greenland's weather is _______ because it is very cold.

   green  small  extreme
To help you plan your writing, fill in a sequence chart.
The letters e, ee, y, ey, and ea can all stand for the long e sound.

A. Circle the word that best completes each sentence. Write the word on the line.

1. Put on your winter jacket because it is _______ outside!
   feed   freezing   fast

2. When I give the rabbit lettuce, she _______.
   steep   sings   squeaks

3. After Jack gave it a fish, the _______ swam away.
   seal   song   seat

4. My brother's favorite _______ is ice cream.
   treat   time   team

5. The door is locked, so you will have to use a _______ to open it.
   net   key   keep

6. I told him to meet _______ at Pam's home.
   tea   see   me

7. Last night Patrick had a _______ that he was hiking up a hill.
   dream   sheep   green

8. Before I walk my _______, I must feed him.
   candy   penny   puppy

B. Go back and underline the long e words in the choices above.
A. Have a partner time you as you read the passage.
Record your scores below.

“The Sky Queen makes her home up there with the sun, white clouds, and wet rain,” Kip said.

Kip’s pals began to feel that their land was not nice. Unlike the Sky Queen’s clean place, it was hot and dusty in a lot of places.

Kip’s pals were unhappy with the hot days of their land.

“Can we replace, or change, our homes with homes in the sky?” Kangaroo asked.

“I will think of a plan,” Kip said. “Meet me under my tree at dusk.”

After the sun set and the land became dark, Kip’s pals met him at his tree. One at a time they came out into the starry night.

Record Your Scores

First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
The prefix re- means “to do something again.” The prefix un- means “not” and changes a word’s meaning to its opposite.

A. Combine the prefix and the root to make a new word.

1. un [lucky] → unlucky

2. re [read] → reread

3. real [un] → unreal

4. kind [un] → unkind

5. name [re] → rename

B. Use the correct words from Part A to complete each sentence.

1. When I finish a story I [reread] it to find clues to the plot.

2. She is [unlucky] because she never wins games.

3. Tess is nice and never [unkind].

4. We will [rename] our dog Fluffy.

5. That story cannot be true because it is [unreal].
A. Vocabulary Words  Choose the correct word from above to complete each statement.

Example:

We saw the sun begin to dip below the horizon.

1. The hikers hoped to get up to the peak soon.
2. The gates to the park close at dusk.
3. After her long trip, Jenny had many tales to tell.

B. Vocabulary Strategy: Context Clues  Underline the context clues that help you figure out each bold-faced word.

From the mountain peak, we could see all the way to the horizon, where the sky and earth seemed to meet. “The tales we will tell!” said Jack. I smiled, thinking about his stories. But I could not stop thinking about the coming dusk. Climbing in the dark made me worry. “Do not be upset,” Jack said. “A way out exists. There must be a path here somewhere. We can camp here tonight and go down in the morning.”

Use the correct bold-faced word from above to complete each sentence.

1. At dawn, the sun rises over the horizon.
2. This crosswalk exists so that we may cross Main Street safely.
3. Sue began to worry that she had lost her keys.
After reading “The Kingfisher’s Dream,” fill in the Cause and Effect Chart to help you analyze the events and why they happened.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kip the kingfisher hears the story of the Sky Queen.</td>
<td>Kip wants to move into the sky to live with the Sky Queen.</td>
</tr>
<tr>
<td>Kip tells his pals about the Sky Queen.</td>
<td>Kip’s pals would rather live with the Sky Queen than on land.</td>
</tr>
<tr>
<td>Kip and his pals need a plan to move into the sky.</td>
<td>Kip and his pals build a pile of sticks that will reach to the sky.</td>
</tr>
<tr>
<td>The Sky Queen tells Kip great things about the land.</td>
<td>Kip and his pals are happy living on the land.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

Kip’s Song

Each time dusk changed to night, and the sun slipped beneath the horizon, Kip sang loudly from the top, or peak, of his tree. Kangaroo said, “Please be quiet!” Kip tried but was unable to sing softly! Kip started to worry. He did not want to be unkind to his friend.

Kip called to Sky Queen, “I want a softer voice!” Sky Queen granted Kip’s wish. But then Kip’s voice was too soft! Kangaroo thought Kip was angry, since Kip did not seem to speak.

So, Kip wished to get his voice replaced. Sky Queen reappeared and granted his wish. From then on, Kip asked Kangaroo if it was okay to sing a story from his tree. Kip and Kangaroo were friends again!

1. Underline words in the passage that contain the long e patterns (e, ee, ea, ey, y).

2. Circle the words with the prefixes re- and un- in the passage.

3. What caused Kip to make his first wish?

Kip did not want his singing to upset Kangaroo.

4. What effect does the Sky Queen have on Kip?

She takes away his voice and then gives it back.

5. Kip does not have to be upset or ________ anymore.

worry smile cry

At Home: Reread the passage and talk about what makes the Sky Queen special.
To help you plan your writing, fill in a cluster map.
The letters *a, ai, aigh, eigh,* and *ay* can stand for the long *a* sound.

**A. Underline the letters that stand for long *a* in the words below.**
- sway
- ray
- train
- claim
- lady
- away
- display
- waist
- crazy
- basic

**B. Read the clues. Then use the words to complete the sentences.**

**Across**
1. Help! My dog ran ___!
2. My photos are on ___ in the hallway.
3. Lee rode the ___ to New York.
4. The tree began to ___ in the wind.
5. I think it is ___ if you do not study before a test!

**Down**
1. Who is that ___ in the red hat?
2. He put a belt around his ___.
3. I would like to ___ my prize.
4. I can play a few ___ notes on the piano.
5. The bright ___ of sunshine is hurting my eyes.
A. **Use this passage for a choral reading or Readers Theater.**

**Save the Butterflies!**

Butterflies are graceful and dainty animals. Their vivid wings have lots of color, and people like to look at them. But things might not stay that way unless we give butterflies our aid.

With your help, we may still enjoy gazing at butterflies for many more years!

1. Treat butterflies fairly. Do not swat at them or grab them. When walking outside, make sure you do not step on any butterflies.
2. Do not cut down milkweed plants or use spray to kill them. Monarch butterflies need milkweed plants to maintain their way of life. They lay their eggs on milkweed leaves. Without milkweed, there will be no butterflies.

B. **Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you see a question mark (?) or an exclamation point (!).**

1. Hey!// You may want/ to say/ the sky/ is gray.//
2. Is there/ some grain/ on the quaint/ freight train?//
3. It is unkind/ and unfair/ to mistreat/ a teddy bear!//
4. The lady/ eats bacon/ at the table/ with the baby.//
5. See that?// The zebra/ is afraid/ of the beast.//
6. He ran straight/ to the gate/ so he would not have to wait.//
The prefix *mis*- in front of a word means *wrongly*. For example, *misstep* means to take a wrong step.

A. Combine the words together in their correct form.

Example:

1. mis \[\text{read} \quad \text{misread}\]
2. dial \[\text{mis} \quad \text{misdial}\]
3. place \[\text{mis} \quad \text{misplace}\]
4. print \[\text{mis} \quad \text{misprint}\]
5. spell \[\text{mis} \quad \text{misspell}\]

B. Fill in the blanks with the word from Part A that makes sense.

1. Did you **misspell** any words in the note you wrote?
2. People **misdial** our phone number a lot.
3. There was a mistake in the book. It was a **misprint**.
4. Mae **misread** the note because she couldn’t read Jay’s handwriting.
5. I can’t find my keys. I often **misplace** them.
A. Vocabulary Words  Check yes or no for each question.

1. Can sinks **drain**?  ✓yes  □no
2. If cats **stray**, do they stay with their owners?  □yes  ✓no
3. Can better grades be **attained** if you study?  ✓yes  □no
4. Do many birds **migrate**?  ✓yes  □no
5. Do you put clothes on the floor to **maintain** your room?  □yes  ✓no
6. Is a whale a **dainty** animal?  □yes  ✓no

B. Vocabulary Strategy: Analogies  Choose the correct bold-faced word from Part A to complete each statement below.

1. **On** is to **off** as **big** is to **dainty**.
2. **Up** is to **down** as **remain** is to **migrate**.
3. **Rise** is to **fall** as **fill** is to **drain**.
4. **Hit** is to **missed** as **failed** is to **attained**.
5. **Happy** is to **sad** as **stay close** is to **stray**.
6. **Over** is to **under** as **mistreat** is to **maintain**.
In the middle oval of the Main Idea Web, write the main idea of “Hope Remains for the Butterflies.” In the other ovals, write details that support the main idea.

Butterflies start their lives as caterpillars.

Caterpillars turn into butterflies inside their pupas.

Monarch butterflies migrate many miles south in the winter.

Main Idea
Butterflies are interesting animals that we should protect.

People should maintain the milkweed plants and trees that butterflies need.

Butterflies migrate back north when the weather gets warmer.

Monarch butterflies lay eggs on milkweed plants.

Sample responses are provided.
Read the passage. Then complete the questions.

Animals Need Our Help

Some animals need our help to continue their way of life. Some are dainty, like butterflies. Others are big, and can weigh many tons, like whales. They all need places to live.

When forests are cut or wetlands are drained, some animals can no longer obtain the basics of life. Animals that migrate need paths to travel. Roads and buildings can block their way. They may stray and face risks.

People should not mistreat or misuse land. If we do not help maintain the world around us, these animals may go away forever.

1. Underline words in the passage that contain long a spelled a, ai, ay, eigh, or aigh.

2. Circle the words with the prefix mis- in the passage.

3. What are two animals that need our help?
   
   butterflies, whales

4. What is the main idea of the passage?

   People need to take care of the world around them to help save animals

5. Something that is small is __________.
   
   dainty  beast  danger
To help you plan your writing, fill in an organization map.
Read the passage. Then complete the questions.

Icebergs

There are many exciting facts about icebergs. When the sun shines, icebergs can fall off from Antarctica and slide into the water. Some are bigger than 50 feet long and rise 17 feet over the water. Under the water, icebergs are even bigger!

Icebergs can be fun to look at, but they are not always safe. Ships sometimes crash into them. One ship, the Titanic, went down in 1912 after crashing into an iceberg.

1. Underline the sentence that states the main idea of the first paragraph.

2. Put a box around the main idea in the second paragraph.

3. Write the details that support the main idea of the second paragraph.

Ships crash into icebergs. The Titanic sank after crashing into an iceberg.
Read the passage. Then complete the questions.

The Dog Star

Some tales are told over and over again. In one tale a dog, Keel, wants to see inside the sky at dusk, because he thinks that such a place exists. So Keel goes to the peak of a hill just as the sun slips past the horizon.

Keel jumps and sees reds and pink, but not the inside of the sky. This makes him worry. So, he leaps into the sky again! Keel becomes a star! As a result, the “Dog Star” got its name.

1. Underline the following clue words or phrases in the passage:
   - so
   - because
   - as a result

2. Put a box around the effects in the passage.

3. Now write the cause of each effect on the lines.

   Keel wants to see the inside of the sky. Keel jumps. Keel does not see the inside of the sky. Then, he jumps into the sky. Keel becomes a star.
Read the passage. Then complete the questions.

Swift Foxes

The lives of Swift foxes are at risk. Only small groups of Swift foxes are left in the wild. One problem for the foxes is the fact that much of their land is now used to raise crops. Farmers have removed the foxes’ dens to plant food for people. The foxes have lost their homes.

Another problem for the foxes is the fact that people and animals hunt them. Swift foxes are dainty and small. Big animals can take hold of the foxes when they stray from their dens to eat. Because of these risks, there may soon be no more Swift foxes.

1. Underline the sentence in the second paragraph that states the main idea.

2. Put boxes around details that support the main idea in the second paragraph.

3. Write the main idea of the passage on the lines:

   Swift foxes are in danger of dying out.
A. Draw lines to separate the two words that make up compound words. Circle words that have prefixes. Then underline digraphs.

- driveway
- dizzy
- rethink
- homesick
- shocked
- misread
- sneezes
- whales
- training
- unlike

B. Circle each word in the puzzle.

B. Circle each word in the puzzle.

C. Use the correct word from Part A to complete each sentence.

1. Would you **rethink** your answer please?
2. **Whales** swim in water.
3. The whole team went through **training**.
4. She always **sneezes** more than once.

Write the boxed letters from the numbered lines above on the numbered spaces below. Read the secret message!

- School
- is
cool!
A. Underline the letters that spell the long i sound in the words below.

flight  try  might  dried  sigh
pilot  silent  item  reply  pie

B. In the puzzle at the right, circle each word from Part A. Look for the spellings i, igh, ie, and y to help you.

C. Use the correct words from Part A to complete each sentence.

1. The [p i l o t] makes sure the plane is safe.

2. Because the room was [s i l e n t], I did not think anyone was in it.

3. I wanted to [t r y] riding to the top of the hill.

4. Mom would [s i g h] when I did not listen.

Write the boxed letters on the numbered lines below to read a secret message!

It is good to be [o n t i me]!
A. As you read, pay attention to pauses, stops, and end punctuation.

Kylee sat on her bed and looked at the view. She had to admit, it was a nice sight. Then there was a tap on the door.

Kylee rushed to greet the guest. It was Beth, a girl who lived on a farm beside Kylee’s home. Beth was in the same grade as Kylee, and she came to welcome her. The kids began to chat. They liked a lot of the same things. They both liked basketball. Kylee and Beth quickly became pals that summer.

Then one day in the last week of summer, Beth declared, “Class starts this Friday! I cannot wait for school to begin, can you?”

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>sighed</th>
<th>lights</th>
<th>flight</th>
<th>stain</th>
<th>flee</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>sight</td>
<td>reply</td>
<td>drain</td>
<td>recess</td>
</tr>
<tr>
<td>pie</td>
<td>tiny</td>
<td>shiny</td>
<td>straight</td>
<td>peach</td>
</tr>
<tr>
<td>flies</td>
<td>tie</td>
<td>ally</td>
<td>eight</td>
<td>key</td>
</tr>
<tr>
<td>cry</td>
<td>try</td>
<td>nylon</td>
<td>gray</td>
<td>hobby</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____   Time 2: _____   Time 3: _____
Sometimes when you add -es or -ed to the end of a word, you first have to change a y to an i.

A. Fill in the missing parts to make the bold-faced word. The first two have been done for you.

1. Joel was so upset that he cried.
   cry – y + ___ied___ = cried

2. Piper empties the basket of paper every day.
   ___empty___ – ___y___ + ___ies___ = empties

3. The class copied the homework from the chart to their books.
   copy – ___y___ + ___ied___ = copied

4. Everyone in class studies very hard.
   ___study___ – ___y___ + ___ies___ = studies

5. Mom dries the clothes outside on the clothes line.
   ___dry___ – ___y___ + ___ies___ = dries

B. Write two sentences about teams. Use the word tried in one sentence. Use the word flies in the other.

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
A. **Vocabulary Words** Choose the correct word from above to complete each statement.

**Example:**

*Neat* is to *messy* as *smooth* is to **rumpled**.

1. *Start* is to *beginning* as *sight* is to **view**.
2. *Class* is to *student* as *party* is to **guest**.
3. *Think* is to *thoughts* as *worry* is to **concerns**.

B. **Vocabulary Strategy: Word Parts** Underline the words that have the inflectional endings -s, -es, -ed, or -ing.

A guest entered the classroom and we all stared at him. We didn’t know who the man was. It was the teacher’s fault for not telling us he was coming before he showed up. There were many concerns about why he was here at first. Then, we learned he was a scientist. He asked us to explore the classroom and notice the view from the window. Then he told us this is what he does as a scientist: notice everything!

**Use the correct underlined word from above to complete each sentence.**

1. We **stared** at him, because we did not know who he was.
2. Rich **asked** to sit in the front so he could see.
3. Mave was **telling** us all about her baby brother.
After reading “Kylee’s New Team,” fill in the Inferences Chart to help you make inferences about the story.

<table>
<thead>
<tr>
<th>Text Clues and Prior Knowledge</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kylee lived in the city for 10 years and misses her friends back home.</td>
<td>Kylee is not happy about moving to a new place.</td>
</tr>
<tr>
<td>Irene passed the ball to Kylee just twice in five games.</td>
<td>Irene is selfish and does not work well with the rest of the team.</td>
</tr>
<tr>
<td>Irene does not like Kylee because she replaced Irene’s friend on the team.</td>
<td>Irene misses her friend.</td>
</tr>
<tr>
<td>Kylee passes the ball to Irene to help win the last game.</td>
<td>Irene and Kylee have learned how to work as a team.</td>
</tr>
</tbody>
</table>

These are sample clues and inferences.
Read the passage. Then complete the questions.

Team Spirit

Kylee and Irene were planning a summer basketball camp for second graders when the phone rang. It was Coach Cline, with a few reminders. She told them to try not to place fault on anyone, including each other. She also told them to work together and have fun!

Kylee and Irene still had concerns. They might have a guest, like Coach Cline, come help them. Kylee and Irene knew that good basketball teams work together and do not fight. They wanted the kids to have fun working as a team. Kylee and Irene tried to think of fun games to play on the first day. They made up their minds to have three-legged races. Kylee and Irene no longer had any worries!

1. Underline the words in the passage that have the long _i_ sound.

2. Circle the words where _y_ changed to _i_ when _-es_ or _-ed_ was added.

3. How could having a three-legged race help kids work as a team?
   
   They are tied together and will fall if they do not work as a team.

4. Why would Coach Cline call?
   
   She wants to make sure the girls play together as a team and do not fight.

5. The coach might be a ______ at camp.
   
   team  fault  guest
To help you plan your writing, fill in a cluster map.
Soft g sounds like j as in large. Soft c sounds like s as in city.

A. Underline the soft g or soft c in the words below.
   fence stage chance gentle fancy
   pace cent peace suggest cage

B. Read the clues. Then use the words from Part A to complete the puzzle.

Across
1. Patty ran at a fast __.
2. You have a good __.
3. The hamster lives in a __.
4. Did you __ the party’s theme?

Down
1. Page was nervous on the __.
2. A penny has a value of one __.
3. She likes to wear __ dresses.
4. He put a __ around the yard.
5. The new rider got a __ horse.
6. Everyone worked for __.
A. Have a partner time you as you read the passage. Record your scores below.

“I had fun at the last stop,” Cindy said. “It was neat that the pilots spent time with our science club.”

“The best thing was the map reading contest,” added Gene. “We could all locate Mars on the space map. But I was amazed that Ginny located the Hub so quickly.”

“And right in front of us is the real Hub,” cried Cindy. She had to remind Gene to snap his seat belt. “I can’t wait to catch sight of our science club device on display!”

Once the shuttle docked, people crossed a bridge to the Hub’s lab. To be certain that visitors did not get sick in space, they were tested.

“What an exciting trip!” said Cindy.

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>

At Home: Reread the passage and talk about how you would feel about going to Mars.
Closed syllables end in a consonant and usually have a short vowel sound, as in topic. Open syllables end in a vowel and usually have a long vowel sound, as in total.

A. Draw a line between the two syllables in each word. Then write whether the word begins with an open or a closed syllable. Circle each open syllable in the words at the left.

Example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th>Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>pic/nic</td>
<td>closed</td>
<td></td>
</tr>
<tr>
<td>1. basic</td>
<td>open</td>
<td></td>
</tr>
<tr>
<td>2. seven</td>
<td>closed</td>
<td></td>
</tr>
<tr>
<td>3. panic</td>
<td>closed</td>
<td></td>
</tr>
<tr>
<td>4. local</td>
<td>open</td>
<td></td>
</tr>
<tr>
<td>5. copy</td>
<td>closed</td>
<td></td>
</tr>
</tbody>
</table>

B. Use the correct word from above to complete each sentence.

1. Only the _______ bus stops at Elm Street.
   - local

2. There were _______ people in the room.
   - seven

3. _______ the sentence onto your paper.
   - Copy

4. It is better to be calm than to _______.
   - panic

5. Food is a _______ human need.
   - basic
A. Vocabulary Words  Use the correct word from the box above to complete each sentence.

1. The mall is a _____ hub _____ for shoppers.
2. My toy airplane is a _____ model _____ of a real airplane.
3. A seat belt is a _____ device _____ that keeps you safe in the car.
4. I am a _____ citizen _____ of Spain.
5. After I fell, Jen put ice into a _____ pack _____ for me.
6. The _____ pilots _____ greeted us as we got on the plane.

B. Vocabulary Strategy: Dictionary  Try pronouncing the words below. Then look up each word in the dictionary and copy the pronunciation key beside it.

Example:

exclaim  [ek skläm´]

1. concerns  ___ kən sûrnz´ ___
2. delight  ___ di lît´ ___
3. engine  ___ en´jîn ___
4. decide  ___ di sîd´ ___
5. glance  ___ glans ___
Fill out the Inferences Diagram below to help you make inferences based on “Citizens of Space.”

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Jet Pack 500 was invented after many tries.</td>
<td>The Jet Pack 500 was hard to make.</td>
</tr>
<tr>
<td>Cindy wants to stay on Mars for a year.</td>
<td>Cindy is excited about the trip to Mars.</td>
</tr>
</tbody>
</table>

These are sample inferences from the story.
Read the passage. Then complete the questions.

Pants That Walk!

Cindy’s science club decided to enter a space tools contest. A club member suggested that they invent space pants that walk for you. So they did it! The pants are a huge help for those in space. Their pace will no longer be a worry. The club made models to fit every type of shape. The pants adjust to gravity, too.

These fancy pants are quite a device! They allow you to climb over fences and walk up hills without falling. They work great for pilots, passengers, or citizens in the Hub. They fit easily in a space pack for your next trip to space!

1. Underline words in the passage that contain soft c or soft g.

2. Circle multisyllable words that begin with an open syllable.

3. How are the pants useful?

   **They walk for you so you will not get tired or fall.**

4. Why did the science club invent space pants?

   **to enter a contest**

5. People who fly planes are _________.
   - citizens
   - fathers
   - pilots

6. How would the pants help you to walk on Mars and other planets?

   **They would help you explore hills and craters without falling.**
To help you plan your writing, fill in an organization map.
Cleaning Up

A group of kids worked together to help clean Trent School. Everyone had a different job. Patrick picked up trash from the ground. Gabby washed windows. Kent swept the floor. Billy painted the walls. Sam dusted the closets and bookshelves. They spent all day cleaning and did not even complain.

When the kids were done cleaning, many people admired the school. They told the kids that they did a great job. The kids smiled at each other since they knew the reason for their success.

1. Underline the sentences that help you infer that Trent School looked good after it was cleaned.

2. Put a box around the clues that tell you that the group split the job into parts so that they could clean everything that was dirty.

3. What can you infer needed cleaning in Trent School before the kids began to work?

   Since there was trash on the ground, the windows were dirty, the walls needed new paint, and the closets and bookshelves were dusty, all of those parts of Trent School needed cleaning.
Read the passage. Then complete the questions.

**A Space Trip**

Patty and Ron are going on a trip around the solar system in a rocket. They will visit all eight planets. They may even visit Pluto.

First, their space ship will be arriving at a hub near Mars. The hub is called TR345. From there they will head to Mars and then on to Jupiter and Saturn.

Patty could not sit still as she put on her seat belt. She kept looking out the window. As the clouds swept past, Patty looked at Ron. He was asleep. Patty gave her friend a shake to wake him.

1. Underline the sentences that help you infer that Patty is excited about the trip.

2. Put a box around the sentence that helps you infer Ron is not as excited about the trip as Patty.

3. Based on the passage, how do you think Patty will act when they reach Mars? Why?

   **Patty was excited when the trip began, so she will be even more excited when they land on Mars.**
Digraphs are groups of letters that work together to make one sound. Examples are *ch*, as in *chin*, and *tch*, as in *latch*.

**A. Circle the word that best completes each sentence.**

Write the word on the line.

1. Rod likes to ________ cars pass from his porch.
   - cross
   - watch
   - clutch

2. Mitch walked along the ________.
   - beach
   - speech
   - reach

3. Jane told her dog, Patch, to ________ the stick.
   - chirp
   - chip
   - (fetch)

4. Chase liked cooking in the ________ more than Gretchen.
   - crunch
   - (kitchen)
   - hatch

5. Jill liked to eat chilled ________.
   - peaches
   - beet
   - chat

6. We looked for pumpkins in the pumpkin ________.
   - notch
   - patch
   - itch

7. Charlie’s favorite dinner food is ________.
   - latch
   - witch
   - (chicken)

8. We ________ to go to the store with him, but we did not have to go.
   - chose
   - charm
   - chat

**B. Go back and underline the words in part A that have *ch* and *tch* digraphs.**
A. As you read, pay attention to your speed and tempo.

When it is time to leave a place where a hurricane might land, people pack up their pets. Pets cannot protect themselves in a big storm. It can take days for a storm to pass, and pets cannot be left alone. Pets need help to stay safe.

People must drive to safe places. Hotels that are not close to the storm will have many visitors. Some people will stay in shelters. These hubs are set up for people to sleep in until the storm has passed.

If there is not much time to leave, people must stay inside their homes. When the storm hits, people must stay away from glass windows and doors.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>inches</th>
<th>reaches</th>
<th>charm</th>
<th>cycle</th>
<th>sight</th>
</tr>
</thead>
<tbody>
<tr>
<td>each</td>
<td>merchant</td>
<td>chill</td>
<td>fence</td>
<td>pilot</td>
</tr>
<tr>
<td>beach</td>
<td>which</td>
<td>catch</td>
<td>gem</td>
<td>shy</td>
</tr>
<tr>
<td>watch</td>
<td>patches</td>
<td>kitchen</td>
<td>agent</td>
<td>light</td>
</tr>
<tr>
<td>switch</td>
<td>stretch</td>
<td>batch</td>
<td>logic</td>
<td>sky</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
The suffixes -er and -or can mean “one who.” These suffixes can be used to tell what a person does for work or for a hobby. Examples are the words waiter and actor.

A. Read each description on the left and write the job title that matches it on the right.

Example:

one who teaches

1. one who directs
director

2. one who sings
singer

3. one who washes dishes
dishwasher

4. one who paints
painter

5. one who makes matches
matchmaker

B. Use your answers from part A to complete each sentence.

1. The dishwasher made sure there were plenty of clean glasses.

2. The man who teaches our art class is also a painter.

3. Lots of people sing, but Charlie is the best singer I know.

4. Someone who tries to put people together is a matchmaker.

5. Terry told everyone what to do. She was a great director.
A. Vocabulary Words  Check true or false for each statement.

1. To protect yourself from cold, you can wear a coat.  ✔true  ☐false
2. When you calm someone, you make them excited.  ☐true  ✔false
3. Reporters do not write news stories.  ☐true  ✔false
4. When a hurricane hits, people need to protect their homes and businesses.  ✔true  ☐false
5. It is good to be on top of a shelter when it is raining.  ☐true  ✔false

B. Vocabulary Strategy: Context Clues  Underline the context clues that help you figure out each bold-faced word.

Schools make every effort to protect students from fires and storms. It is important to stay safe! Fire drills can help prevent an accident. They keep people from getting nervous in a real fire. Teachers can also calm their students. Some schools must also have hurricane drills. A school, like most shelters, can provide a safe place to stay during such a storm.

Use the correct bold-faced word from above to complete each sentence.

1. My teacher closed the blinds to protect us from the sun.
2. Wind and rain from the hurricane battered the coast.
3. You cannot prevent a storm from hitting land.
4. Mia had to calm her excited sister before they went into the amusement park.
5. Chelsea looked for shelter to get out of the rain.
After reading “Hurricane Watch,” fill in the Making Generalizations Chart to help you make generalizations about the selection.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inches of rain drop from the sky. Rain fills homes and highways. Wind rips at trees and homes.</td>
<td>People are often left homeless after a hurricane.</td>
</tr>
<tr>
<td>People must drive to safe places. Some people will stay in shelters.</td>
<td>It is never safe to stay in an area where a hurricane is expected.</td>
</tr>
<tr>
<td>In an instant, wind and waves ram down things in their paths.</td>
<td>Many homes can be carried away by flooded rivers.</td>
</tr>
<tr>
<td>Fences need to be fixed and glass needs to be replaced. Trees are replanted.</td>
<td>Volunteers are usually needed to help with a lot of things.</td>
</tr>
</tbody>
</table>

These are sample generalizations.
Read the passage. Then complete the questions.

Picking up the Pieces

Hurricanes are powerful storms that can damage cities and towns. Owners of stores and houses try to protect them from hurricanes, but this does not always prevent much harm. Hurricanes can ruin long stretches of beaches. Often, towns need to rebuild from scratch.

There are ways you can assist. If you live nearby, you can join other helpers and fix homes. You can give supplies, such as bottled water and clothes, to people in need. You may choose to use your home to shelter visitors who have no place to stay. During these times, many workers must combine their efforts.

1. Underline words in the passage that have the ch or tch patterns.
2. Circle the words in the passage that have the suffix -er or -or.
3. What generalization can you make about what happens when owners of stores and houses try to protect them from hurricanes?

   These attempts do not always prevent much harm.

4. What generalization can you make about assisting in a hurricane?

   People can usually help others in a number of ways.

5. __________ means to keep something safe.
   explore   prevent   protect
To help you plan your writing, fill in an organization map.
The long o sound can be spelled o, oa, ow, and oe. Examples are focus, goat, fellow, and toe.

A. Underline the letters that spell the long o sound in the words below.

_ oatmeal _ photograph _ snow _ loan _ moan
_
_ program _ yellow _ goes _ tow _ window

B. Read the clues. Then use the words from Part A to complete the puzzle.

Across
1. The truck came to __ the car.
2. Moe always took at least one __ family __.
3. The bananas were golden __.
4. Bo heard me __ in pain.

Down
1. She glanced out the __.
2. The TV __ was on after we went to bed.
3. Tim loves to eat __.
4. Was that __ for five dollars?
5. The __ was two feet deep!
6. My mom __ to the grocery store every Tuesday.
A. Have a partner time you as you read the passage.  
Record your scores below.

Princess Rose had waited a long time to meet a prince. She wanted to become queen and begin the next phase of her life. But meeting the right prince wasn’t as simple as Rose had hoped. She wanted a refined and polite fellow. “I am beginning to think no prince is out there for me!” she groaned.

Rose’s pal Joan was upset by Rose’s moans. “I know a lot of old tales,” Joan said. “In one, a princess kisses a toad and he turns into a prince!” Rose didn’t think kissing toads was the best way. But since she had waited so long, she was willing to try it. “Okay,” said Rose.  

Record Your Scores

First Read:  Words Read _____  Time _____

Second Read:  Words Read _____  Time _____

B. Partners  Use this chart to check your partner’s reading.

<table>
<thead>
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<th>Speed</th>
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<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
**Contractions** combine two words using an apostrophe. The apostrophe usually takes the place of a vowel in the second word. Example: *hasn’t = has + not*

**A.** Draw a line to match each pair of words with its contraction.

1. could not — didn’t
2. was not — isn’t
3. is not — couldn’t
4. have not — haven’t
5. did not — wasn’t

**B.** Read each sentence. Write the contraction for each pair of underlined words.

1. Winning is not everything. ___ isn’t ___
2. Joe would not want to leave. ___ wouldn’t ___
3. I do not wish to go. ___ don’t ___
4. She has not taken out a loan. ___ hasn’t ___
5. Leah does not want a new stove. ___ doesn’t ___
A. **Vocabulary Words**  Circle the word or phrase in the group that does not belong with the bold-faced word.

1. shepherd   sheep  tend   sip
2. fetch   get  leave  bring
3. honor  bash  treat well  respect
4. simple  plain  basic  tiny
5. polite  rude  well-mannered  nice
6. phase  time  stage  light

7. Which of the following could be **simple**? Explain on the lines below.
   - a. making a meal for 100 people
   - b. opening a door

   ____________________________________________

   ____________________________________________

B. **Vocabulary Strategy: Dictionary**  Find the meaning of the bold-faced idiom on the left. Draw a line from the phrase to its meaning.

1. She was **not a happy camper** when she dropped the eggs on the floor.  
   - a. get a fast start with of lots of zest

2. We will **hit the ground running** and finish the project on time.  
   - b. upset, mad

3. Ms. Smith gets to class early so she can **enjoy the calm before the storm**.  
   - c. peace and stillness
Fill in the Problem and Solution Chart as you read “The Road to Happiness.”

Problem
Rose wants to meet a prince.

Attempt
Rose kisses a toad.

Outcome
The toad does not become a prince.

Attempt
Rose travels the kingdom to look for a prince.

Outcome
Rose meets a kind shepherd, Toby.

Solution
Toby’s kind acts let him become a prince again. Rose has found a prince she likes.

Sample responses are provided.
Read the passage. Then complete the questions.

Table Manners

One day, Princess Rose asked a simple shepherd named Toby to dine at the palace. Toby said, “I can’t go. I would be like a bull in a china shop! I don’t know the polite way to eat.”

Rose replied, “Don’t worry, I will show you. And my father won’t let you feel out of place!”

But Princess Rose was on pins and needles. She spoke to the king. “Will you honor my wish and be nice to Toby?” The king agreed.

At the meal, Toby picked up his bowl and let all its contents slide right down his throat! The king was dumb struck, but he smiled, picked up his bowl, and swallowed his soup the same way!

1. Underline words in the passage that have the long o sound.

2. Circle the contractions in the passage.

3. Why didn’t Toby want to eat dinner with Rose and the king?

   He was worried about his table manners.

4. How did the king help Toby?

   He ate his soup the same way so Toby would not be embarrassed.

5. ______ means “nice and showing respect.”

   Polite  Rude  Fetch
To help you plan your writing, fill in a cluster map.
Diphthongs *ou* and *ow* make the same sound. Examples include the vowel sounds in *round* and *brown*.

**A. Underline the *ou* and *ow* spellings in the words below.**

- clown
- round
- yowl
- crowd
- cloud
- ground
- town
- found
- outfit
- mouse

**B. Circle each of the words from Part A. Look for the *ow* and *ou* spellings to help you.**

**C. Use the correct words from Part A to complete each sentence.**

1. Do you like her *ou t f i t* today?
2. That plane never left the *g r o u n d*!
3. There was a little *m o u s e* in the kitchen cabinet.
4. There was quite a *c r o w d* at the festival.

Write the boxed letters from the numbered lines above on the numbered spaces below. Read the secret message!

```
Wow, I like, is good!
4 4 1 3 2
```
A. Use this passage for a choral reading or Readers Theater.

Barry: A Top Dog

Barry is the most famous Saint Bernard. He lived with the monks about 200 years ago. Barry showed honor and skill as a rescue dog. He had fine hearing. He could detect the sound of a person’s breathing deep within a snow drift. Many people were saved as a result.

One time, Barry went out after a heavy snowfall. The snow had drifted, and even more snow had slid down the hillside. Then Barry heard something. He sprinted off to a spot and began to dig.

Barry found a boy inside a big drift. The boy was chilled to the bone, but he was still alive. Barry had fetched him just in time!

B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. How did/ that brown hound/ hear the sounds/ from town?/

2. Oh, no!/ The goat/ will not follow/ the road.//

3. Watch this!/ I will switch/ the latch/ in the kitchen.//

4. A gerbil/ could not/ slice an orange/ with scissors.//

5. Why/ do I like/ the bright lights/ tonight?//

At Home: Reread the passage and discuss what you learned about Barry.
Words that end with the suffixes -ly, -ful, and -fully usually describe something, someone, or the way something is done.

A. Fill in the missing parts to make the bold-faced word.

1. He walked slowly.
   slow + ___ly___ = slowly

2. After eating such fine food, Joe said it was just delightful.
   _____delight + ____ ful____ = delightful

3. Flo gladly wore the crown for the day.
   glad + ___ly____ = ___ gladly___

4. When Jill saw the smiling faces, she went in hopefully.
   hope + ___fully___ = hopefully

5. Mary politely asked José for his phone number.
   polite + ___ly___ = ___ politely___

B. Write two sentences about a snowy day. Use the word delightful in one sentence. Use the word slowly in the other.

1. _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________
A. Vocabulary Words Use the correct word from above to complete each sentence.

Martha 1. **rescues** dogs in Texas. Some dogs end up at Martha’s shelter as a 2. **result** of neglect by their owners. Martha also 3. **scours** her area, looking for dogs in need of help.

Martha created a nice home for the dogs that needed help. She is now 4. **famous** in Texas because she has almost 300 dogs! Martha started a 5. **foundation** to raise money so that she can keep the dogs safe.

B. Vocabulary Strategy: Thesaurus/Dictionary The words and phrases in the box were listed in a thesaurus as synonyms for the bold-faced words. Use the words in the box to answer the questions.

- **find**  
- **bashful**  
- **often**  
- **shy**  
- **many times**

1. What are two synonyms for **timid**? **bashful, shy**

2. What is another word that means **locate**? **find**

3. What are two synonyms for **frequently**? **often, many times**
After reading “Saint Bernards: Saving Lives in the Mountains,” fill in the Sequence Chart.

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry went out to the mountains after an avalanche.</td>
</tr>
<tr>
<td>Barry sprinted off to a spot and began to dig.</td>
</tr>
<tr>
<td>Barry found a boy trapped in a big drift.</td>
</tr>
<tr>
<td>Barry brought the boy to safety.</td>
</tr>
</tbody>
</table>

These are sample events from the story.
Read the passage. Then complete the questions.

The Barry Foundation

About 50 years ago, planes replaced Saint Bernards as the best way to rescue people in the Alps. Then, in the fall of 2004, the monks sadly announced they could not pay the nearly $3,000 a day needed to keep the Saint Bernards. They regretfully put the remaining 15 Saint Bernards up for sale.

In January 2005, a group of people started the Barry Foundation, named after the famous Saint Bernard. The foundation paid for the dogs and happily cares for them. Each summer they allow the dogs to return to the thankful monks for the crowds of tourists. As a result of the Barry Foundation, these delightful dogs can still be found in the Alps, and they are now in safe hands.

1. Underline words in the passage that have the ou or ow diphthong.

2. Circle the words in the passage that have the suffix -ly, -ful, or -fully.

3. What happens now that the Barry Foundation has paid for the Saint Bernards?
   They take care of them and bring them back to the Alps each summer.

4. What events made the monks sell the Saint Bernards?
   Saint Bernards were no longer needed for rescues, and they began to cost too much to keep.

5. _________ means “well-known.”
   Drift Strange Famous
To help you plan your writing, fill in an organization map.
Read the passage. Then complete the questions.

Lending a Hand

Lisa was always upset about what she saw on the news. There were so many people in her town who needed help. Lisa wanted to help make people’s lives better. Lisa’s mother told her about all of the clubs Lisa might join. Lisa’s mother said that most of them usually helped people in need.

Lisa signed up for a club that seemed to help the town the most. They cleaned up parks so that every person would enjoy them. They also visited ill people in the hospital. Lisa thought she would never be able to help so many people, but she was proud that she had.

1. Underline the following clue words in the passage:
   every never usually most all

2. Put a box around the sentence that has a generalization in it and explains why Lisa signed up for the club that she did.

3. Why might Lisa have thought that she would never be able to help so many people?
   There were so many people in her town who needed help.
Read the passage. Then complete the questions.

The Princess’s Party

The princess was sitting by herself at the table. She jabbed her plate with a knife. No one had shown up to her party! She asked the king to send someone to find out why. Right away, five men rode five white steeds out of the gate.

In a flash, one of the men rushed back and yelled, “It’s a dragon at the gate!” “So that’s why no one came to the party!” said the princess. But it was just her pet dragon looking for fun, so she gave him his favorite toy. Once the dragon had a toy to keep him busy, the people were not so afraid. They all ended up at the princess’s party!

1. What attempt was made to solve the princess’s first problem?

The king sent men to find out why no one had shown up to her party.

2. Draw a box around the second problem in the passage.

3. What was the solution to the second problem?

The princess gave her pet dragon a toy to play with so he wouldn’t bother the people coming her party.
Ready to Run!

Training sled dogs is hard work! First, a trainer has to pick the right types of dogs. Then, the dogs should be trained to be relaxed with the ropes. Next, the trainer needs to find a lead dog. A lead dog is the one that listens to the trainer’s calls. These calls tell the lead dog to turn, stop, or go faster. A trainer must have a lot of patience to get the dogs to work together. Finally, they will be ready to race!

1. Underline the following signal words in the passage:
   finally  next  then

2. Put a box around each of the steps needed to train sled dogs.

3. What does the trainer do after he trains the dogs to be relaxed with the sled ropes?
   The trainer finds a lead dog to listen to the calls.

   __________________________________________
   __________________________________________
   __________________________________________
A. In the words below, underline any inflectional endings, such as -es and -ed; circle any suffixes; and draw a box around any letters that make the same vowel sound as in loud and cow.

chas__sound__coach__agent__brown__
cen__pitcher__tried__slowly__spy__

B. Read the clues. Then use the words from Part A to complete the puzzle.

Across
1. Move __ to be safe.
2. Ann didn’t want to spend a __.
3. She __ over and over and finally got it!
4. The dog always __ the cat.
5. The __ helped me play better.
6. The dog was black and __.

Down
1. The __ knows some secrets.
2. That was a loud __.
3. The __ on the red team was really good.
4. My uncle has an __ because he is an actor.
Name

Practice

Decoding: Variant Vowel

The vowel sound /ü/ in boot, glue, and threw makes the same sound as the u in flute.

A. Underline the letters that make the /ü/ sound in the words below.
   raccoon    threw    clues    spool
   true      noodles    blue    blew

B. Read the clues. Then read the words above to complete the sentences and the puzzle.

Across
1. The wind ___ several leaves off the elm tree.
2. Nate ___ the ball across the field to Frances.
3. We found many ___ that might help us solve the mystery.
4. They had ___ with cheese for lunch.

Down
1. It was cloudy all last week, but today the sky is bright ___.
2. Dan never told a lie, so I knew his story was ___.
3. The ___ has a bushy tail.
4. Kim needed a ___ of thread.
A. As you read, pay attention to pauses, stops, and end punctuation.

Moon Shadow kept her promise. She watched the road each day until the moonlight replaced the sunlight in the blue sky.

Days flew by and became years, and Cloud Chaser did not return. But Moon Shadow did not give up hope that her groom would make it home safely. Her love for Cloud Chaser grew.

Villagers gave Moon Shadow a coat when it got cool. They gave her food and tried to take her away from the road. But Moon Shadow wanted to be there when Cloud Chaser came home.

Meanwhile, Cloud Chaser scoured many lands for a way to reach the sun. Nothing stopped him from his goal. He thought about Moon Shadow each day. But he could not go back without a nice gift.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>moon</th>
<th>true</th>
<th>drew</th>
<th>frown</th>
<th>glows</th>
</tr>
</thead>
<tbody>
<tr>
<td>groom</td>
<td>glue</td>
<td>chew</td>
<td>growl</td>
<td>oats</td>
</tr>
<tr>
<td>proof</td>
<td>due</td>
<td>stew</td>
<td>sound</td>
<td>robot</td>
</tr>
<tr>
<td>soon</td>
<td>blue</td>
<td>knew</td>
<td>pounce</td>
<td>zone</td>
</tr>
<tr>
<td>mood</td>
<td>sue</td>
<td>threw</td>
<td>pouch</td>
<td>elbow</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____

At Home: Reread the passage several times aloud and stop at each end punctuation mark.
A. Draw a line to match each pair of words to form a compound word.

class

tooth

day

back

bee

dream

hive

room

seat

brush

B. Read each sentence. Write the two words that make each compound word.

1. I keep many books on a shelf in my bedroom.

   bed + room

2. She lived in the city but wanted to be by the seacoast.

   sea + coast

3. She fixed the roof so the raindrops would not get in.

   rain + drops

4. It was hard to see the raccoons in the dim moonlight.

   moon + light
A. Vocabulary Words  Circle the word or phrase in the group that does not belong with the bold-faced word.

1. activity          game     time          hobby
2. details          question facts information
3. bestow           give     donate take
4. recognized       noticed overlooked knew
5. approached moved away came near moved close
6. provide          give     win present

B. Vocabulary Strategy: Word Parts  Write the letter of the base word on the right that matches the word on the left.

1. reheating  __c__  a. luck
2. gladly __e__  b. spell
3. misspelled __b__ c. heat
4. unlucky __a__  d. smooth
5. smoothly __d__  e. glad
6. misplaced __f__  f. place
After reading “A Gift for Moon Shadow,” fill in the Character, Setting, Plot Chart to help you retell the most important parts of the story.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moon Shadow</td>
<td>A quiet village</td>
<td>Cloud Chaser and Moon Shadow are two friends who want to get married.</td>
</tr>
<tr>
<td>Cloud Chaser</td>
<td></td>
<td>Cloud Chaser wants to give Moon Shadow the sun as a wedding gift.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cloud Chaser was gone for many years. He could not get the sun but returned home with many stories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The stories became Moon Shadow’s wedding gift.</td>
</tr>
</tbody>
</table>
Read the passage. Then complete the questions.

Cloud Chaser’s Journey

After many years, Cloud Chaser still did not have the sun to bestow upon his bride, Moon Shadow. The groom approached a town near the seacoast and asked the tribe if they could provide any help. They said he must climb the tallest mountain to get as close to the blue sky as he could. Cloud Chaser climbed the mountain in sunlight and moonlight. Soon he had reached the top.

Still, Cloud Chaser could not reach the sun. He tried to get it loose from the sky by throwing rocks. He threw a rope and tried to loop the sun. He used every tool he had, but nothing worked. Cloud Chaser knew that his journey would not end here. He hoped for better luck at his next stop.

1. Underline words in the passage that have the vowel sound /ü/, as in boot, glue, and chew.

2. Circle the compound words in the passage.

3. What did the tribe tell Cloud Chaser to do? 
   ____________________________
   climb the tallest mountain

4. What does Cloud Chaser decide at the end of the story? 
   ____________________________
   that he must continue his journey

5. ________ means give.
   jar  bestow  approached
To help you plan your writing, fill in a character web.
When the letter \( r \) follows a vowel, the sound of that vowel changes. The sound /är/ is heard in words such as *mark* and *chart*. The sound /âr/ is heard in words such as *chair*, *where*, *pear*, and *share*.

**A. Draw a line under the word that best completes each sentence. Write the word on the line.**

1. It is _________ for me to wake up before sunrise!
   - sharp
   - hard
   - lard

2. He found a _________ in his new shirt.
   - tear
   - wear
   - bear

3. We will _________ the prices of the two bikes.
   - compare
   - spare
   - beware

4. Preston plays drums in a _________ band.
   - starving
   - harming
   - marching

5. I think that it was _________ of them not to tell us.
   - midair
   - unfair
   - despair

6. The chickens and pigs stay near the _________.
   - lark
   - barn
   - shard

7. Mark told us _________ he was going last night.
   - where
   - there
   - elsewhere

8. Before you play the game, you need a _________ to play with.
   - harp
   - part
   - partner

**B. Go back and circle the /är/ and /âr/ sounds in the answer choices above.**
Mrs. Ricardo was startled to see that Marcy had dozed off again. Marcy was one of her best students, and she used to be one of the most active kids in the class. But lately she had fallen asleep in class several times. Marcy’s grades were not as good as they had been. She had done poorly on her recent projects and tests. What was going on with Marcy?

Mrs. Ricardo did not know why Marcy was so sleepy all of a sudden. She did not like to see her students struggle. Mrs. Ricardo poked Marcy’s arm to jar her out of sleep. She told Marcy to visit the school nurse. Maybe Nurse Garza could solve the problem! What do you think is wrong with Marcy? What can they do to solve the problem?

Record Your Scores
First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, and punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
You use the suffix -er to mean “more than.” You use the suffix -est to mean “the most.”

A. Fill in the missing parts to make the bold-faced word.

1. She walked faster than he did.
   fast + _____er = faster

2. The dog was happiest after Lars fed him.
   happy – _____y + _____iest = happiest

3. We took books out of the box to make it lighter.
   light + _____er = lighter

4. That was the wildest ride I’ve ever been on!
   wild + _____est = wildest

5. Martha won the contest for the funniest hat.
   funny – _____y + _____iest = funniest

B. Write two sentences about dreams. Use the word funniest in one sentence. Use the word happier in the other.

1. ____________________________________________________________________________
   ____________________________________________________________________________

2. ____________________________________________________________________________
   ____________________________________________________________________________
A. Vocabulary Words Use the correct word from above to complete each sentence.

There was a lot of 1. _curiosity_ in our city about why people shop where they do. A team decided to 2. _research_ the topic. They made sure to 3. _perform_ the right number of tests and surveys to find out what shoppers want and need in a store. Many shoppers became 4. _active_ in the study. The research lasted 5. _several_ days as many different people were questioned. In the end, the team reached their 6. _target_. They had an answer for why people shopped at certain stores.

B. Vocabulary Strategy: Dictionary Use the dictionary entry to answer the questions.

1. What is the origin of _target_?
   **Old English for small shield**

2. What part of speech is _target_?
   **noun**

3. How many syllables are in _target_?
   **two**
After reading “A Smart Start,” fill in the Conclusions Chart. Use the chart to help you draw conclusions about the story.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>Text Evidence</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not getting enough sleep at night makes you</td>
<td>Marcy keeps falling asleep in class.</td>
<td>Marcy is not getting enough sleep at night.</td>
</tr>
<tr>
<td>tired during the day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating a lot of snacks can make you less</td>
<td>Marcy does not eat much of her dinner.</td>
<td>Marcy is not hungry at dinner because she ate</td>
</tr>
<tr>
<td>hungry at dinner time.</td>
<td></td>
<td>so many snacks.</td>
</tr>
<tr>
<td>Libraries have books with a lot of information.</td>
<td>Marcy’s mother drives her to the library.</td>
<td>Marcy wants to find information about how to get</td>
</tr>
<tr>
<td>Getting more sleep helps you remember things</td>
<td>Marcy is able to remember what she studied.</td>
<td>more sleep.</td>
</tr>
<tr>
<td>better.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample responses are provided.
The Secret to Success

“Oh no!” said Carlos, holding his research paper. “I needed to perform better on this paper, but I was so tired that I couldn’t write clearly.” He had a look of despair in his eyes.

“I used to have that problem, too,” said Marcy. “It was hard for me to fall asleep at night. I used to stare at the ceiling.”

“What should I do?” asked Carlos.

“There are several ways to get more sleep,” said Marcy. “You should have a target bedtime each night. You should not stay up long after dark. Also, it is a smart idea to keep active during the day instead of sitting around and watching TV. And don’t eat too much junk food!”

“Thanks!” said Carlos. “With your advice, I will be sharper and happier next time.”

1. Underline words in the passage that have the r-controlled vowel sounds /är/ and /âr/.

2. Circle the comparative suffixes -er and -est in the passage.

3. Why didn’t Carlos do well on the paper?

He was too tired to write clearly.

4. What conclusions can you draw about Marcy’s character?

She solves her own problems and helps other people.

5. ________ means something to aim for.

**target** several active

At Home: Reread the passage and talk about what you learned about feeling more energetic during the day.
To help you plan your writing, fill in a dialogue chart.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the passage. Then complete the questions.

The Rain Feast

It had not rained for weeks in the Southwest, and the villagers were worried. The villagers needed rain in order to plant crops and grow food. They asked the chief, Noble Fox, what to do. He had come home after visiting many villages far away. “Do not worry,” Noble Fox said. “The rain will come soon, and it will last for many days. I saw clouds behind me as I approached our village. Then we will grow food and have a feast to celebrate.”

That night in the Southwest, it began to rain. It did not stop raining for many days, just as Noble Fox had said. The villagers could grow food again, and soon they would enjoy a huge feast!

1. Underline the main character’s name every time it appears in the passage.

2. Put a box around the setting every time it is mentioned.

3. What is the plot of this story?

   The villagers are worried because they do not have rain to grow food. Noble Fox tells them that the rain will come. The rain does come and the villagers plan a feast.
Read the passage. Then complete the questions.

The Letter

“I can’t see my friends anymore, now that we’ve moved so far away,” said Billy.

“I’m sorry we had to move,” replied Billy’s mom. “You know, when I was your age, I used to write letters to my friends to keep in touch. Today, you can go on the computer and chat and share pictures.”

Billy began to think about what his mother had told him. His friends would be so surprised if he wrote them a letter!

Billy decided to write a letter to his best friend, Mark. He addressed the envelope, put a stamp on it, and mailed it. A few days later, Billy got a letter back from Mark!

1. Underline the sentence that helps you conclude that Mark got Billy’s letter.

2. Put a box around the sentences that help you conclude that Billy didn’t want to move.

3. What conclusion can you draw about how Mark felt about getting a letter?

Since Mark wrote a letter back, he must have liked getting the letter.
When a vowel is followed by an \( r \), as in \( her, \ fire, \ work, \) and \( burn \), the vowel sound changes. These are \textit{r-controlled vowels}.

A. Underline the \textit{er}, \textit{ir}, \textit{or}, and \textit{ur} patterns in the words below.

\begin{align*}
\text{current} & \quad \text{term} & \quad \text{urgent} & \quad \text{circus} & \quad \text{concern} \\
\text{perfume} & \quad \text{world} & \quad \text{birth} & \quad \text{burned} & \quad \text{surf}
\end{align*}

B. Circle the words from part A in the puzzle. Look for the \textit{er}, \textit{ir}, \textit{or}, and \textit{ur} patterns to help you.

C. Use the correct words from part A to complete each sentence.

1. I am learning how to \textbf{surf} in the sea.

2. Not everyone in the \textbf{circus} was a clown.

3. When Ben’s mother saw the cut, her face showed \textbf{concern}.

4. The candle \textbf{burned} all night.

Write the boxed letters from the numbered lines above on the numbered spaces. Read the secret message!

\begin{align*}
\text{C} & \quad \text{o} & \quad \text{s} & \quad \text{e} & \quad \text{r} & \quad \text{t} & \quad \text{o} \\
2 & \quad 3 & \quad 4 & \quad 1 & \quad 3 & \quad 4 & \quad 1 & \quad 4 & \quad 2
\end{align*}
A. As you read, pay attention to your speed.

Fossil fuels are common energy sources. They are made of plants and animals from millions of years ago. After these plants and animals died, dirt covered them in swamps, and their remains decomposed. Then the land heated, and pressure was added. As a result coal, natural gas, and oil were formed.

Fossil fuels are found all over the globe. People drill and dig deep into the Earth’s crust to get fossil fuels. Then they are burned at power plants in order to make electricity for homes. This is the most common method Americans use to get power. But power plants make the air unclean because fossil fuels release harmful gases when they are burned. As a result, these gases pollute air, making it harmful to breathe.

B. Read these words to yourself. Then have a partner time you. Repeat this two more times to see if you can improve your score!

<table>
<thead>
<tr>
<th>term</th>
<th>worms</th>
<th>turned</th>
<th>harsh</th>
<th>news</th>
</tr>
</thead>
<tbody>
<tr>
<td>burned</td>
<td>birds</td>
<td>lurch</td>
<td>wear</td>
<td>balloon</td>
</tr>
<tr>
<td>person</td>
<td>first</td>
<td>glares</td>
<td>chair</td>
<td>true</td>
</tr>
<tr>
<td>turbine</td>
<td>circus</td>
<td>where</td>
<td>target</td>
<td>ooze</td>
</tr>
<tr>
<td>thirsty</td>
<td>perfect</td>
<td>party</td>
<td>armor</td>
<td>broom</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
When the **prefix** *de-* is added to the beginning of a word, it often makes the word have the opposite meaning.

A. Use the shapes to help you place the word parts in the correct order.

**Example:**

```
[chart with shapes: frost, de, ed] → defrosted
```

1. [chart with shapes: de, throne] → dethrone
2. [chart with shapes: bone, de] → debone
3. [chart with shapes: frost, ing, de] → defrosting
4. [chart with shapes: form, de, ed] → deformed
5. [chart with shapes: ed, de, claw] → declawed

B. Use the correct words from above to complete each sentence.

1. We had our cat **declawed**.
2. The meat was **defrosting** in the refrigerator.
3. After it broke, the clay horse was **deformed**.
4. They had to **debone** the fish before they cooked it.
5. They stopped a plot to **dethrone** the king.
A. Vocabulary Words  Check true or false for each statement.

1. Most library books are **renewable**.  ✓true ✓false
2. The **environment** is just the streets near you.  ✓true ✓false
3. **Sources** are a good place to find information.  ✓true ✓false
4. Humans need **oxygen** to breathe.  ✓true ✓false
5. There is **energy** all around us.  ✓true ✓false
6. Burning fossil fuels will never **pollute** the air.  ✓true ✓false

B. Vocabulary Strategy: Context Clues  Underline the words in each sentence that provide context clues to the meaning of the bold-faced word.

1. Shawn wasn’t sure which of his library books were **renewable**, but he knew some could not be **taken out** a second time.

2. He wanted to keep the book on protecting the **environment**, because his report on the **world’s wildlife and plants** that are in danger was due next week.

3. Shawn had read a lot about the way that **oxygen** is **changed to become ozone** in a **layer of gases** high above the earth.

4. One of his favorite topics was about finding other **sources** to use instead of **fossil fuels**, which are what most places **burn for electric power**.

5. Shawn found out that the need for **energy** has increased as more people around the globe need to **light their homes** and **run cars and the other machines** that are part of modern life.
After reading “A Need for Energy,” fill in the Cause and Effect Chart to help you analyze the events and why they happened.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals died. They were covered in dirt, and pressure was added.</td>
<td>The animal remains became coal, natural gas, and oil.</td>
</tr>
<tr>
<td>Fossil fuels release harmful gases when they are burned.</td>
<td>The gases pollute the air and make it difficult to breathe.</td>
</tr>
<tr>
<td>Harmful gases make the ozone layer thin.</td>
<td>The thin ozone layer cannot block out the sun’s harmful rays, and people get sick.</td>
</tr>
<tr>
<td>Tankers spill oil into the seas.</td>
<td>The oil kills fish, birds, and plants that need clean water to live.</td>
</tr>
</tbody>
</table>

These are sample cause and effect relationships from the selection.
Read the passage. Then complete the questions.

The Power Plant

Power plants are important for creating energy. Power plants turn fossil fuels, like coal and oil, into energy. First, the fuel is burned. The heat turns water into steam. Then the steam pushes a turbine, which is a large fan that makes electricity. This is how fuels become sources of power around the world.

Power plants are made to give us power, but they also hurt the environment. Power plants release unsafe gases into the air when they burn fuels. The gases decompose the ozone layer. This weakens our planet’s protection against the sun’s harmful rays. People, plants, and animals can get sick as a result. There are good things and bad things about power plants.

1. Underline words in the passage that have the vowel sound /ûr/, as in her, fir, work, and burn.

2. Circle any words with the prefix de- in the passage.

3. What is the result when fuel is burned in a power plant?

   The heat that is made turns water into steam.

4. What can happen if the Earth is not protected from the sun’s harmful rays?

   People, plants, and animals can get sick.

5. A _________ is a supply or the origin of something.

   source  layer  turbine
To help you plan your writing, fill in a story map.

- **Characters**
- **Setting**
- **Problem**
- **Events**
- **Solution**
When a vowel is followed by an r, as in for, store, or board, the vowel sound changes. These are r-controlled vowels.

A. Choose the word that has the or, ore, oar sound and use it to complete each sentence. Write the word on the line.

1. The bookstore had to ______ more books for the students.
   cart    show    order

2. The sun rises in the _______.
   fog    morning    afternoon

3. Tori's legs were ______ after she jogged three miles.
   sore    slow    starved

4. I am so ______ that I am falling asleep!
   warm    thrown    bored

5. They always hung out on the ______ before dinner.
   window    porch    stone

6. My mom told me that when I fall into a deep sleep, I ______.
   smirk    scowl    snore

7. Before the Olympics begin, the ______ is lit.
   torch    fire    flame

8. I saw the birds ______ through the sky.
   zone    soar    root

B. Go back and circle all the other words above that have the or, ore, oar sound.
A. Have a partner time you as you read the passage.  
Record your scores below.

Archaeologists are scientists who seek out artworks and everyday objects made by people in ancient times. The job is hard. Some of the objects are buried deep in the earth. Archaeologists use shovels and other tools to uncover them. Still, the job can be exciting. At times, a team at a dig site finds things it did not expect. Some of these things can be in such good condition they look almost new.

Before they can dig, the archaeologists in charge must explain their plans. They submit a report outlining what they intend to look for. It is then up to the local government to decide whether the land can be dug up or not. Archaeologists may also need the support of the people living nearby. When the plan is approved, archaeologists do not delay in starting to dig.

B. Partners  Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
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<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>

Record Your Scores

First Read:        Words Read _____     Time _____
Second Read:       Words Read _____     Time _____
A suffix is one or more letters added to the end of a word. The suffixes -able and -ible mean “is able to be.” Examples are movable and collectible.

A. Fill in the missing parts to make the word in bold.

1. It is regrettable that so much time was wasted.
   regret + t + able = regrettable

2. This silk shirt is washable.
   wash + able = washable

3. I didn’t enjoy the book because the main characters weren’t likable.
   like – e + able = likable

4. Connor’s jacket was reversible.
   reverse – e + ible = reversible

5. His absence from school was excusable.
   excuse – e + able = excusable

B. Write two sentences about a sport. Use the word flexible in one sentence. Use the word movable in the other.

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
A. Vocabulary Words  Check yes or no for each question.

1. Can we change the way things happened in history?  □ yes  ✓ no
2. Can sneezing occur if your nose is stuffed?  ✓ yes  □ no
3. If you prolong doing your chores, will they definitely get easier?
   □ yes  ✓ no
4. Is it true that rain sometimes filters through a window screen?
   ✓ yes  □ no
5. Is it good to give support to a friend in need?  ✓ yes  □ no
6. Are gardens always surrounded by walls?  □ yes  ✓ no

B. Vocabulary Strategy: Word Parts  For each numbered word, write the letter of its meaning.

1. misbehave  [c]  a. to unravel or loosen
2. reread  [e]  b. to open or lay flat
3. unroll  [a]  c. to ignore the rules, or behave badly
4. repaint  [f]  d. changed from the original form
5. deformed  [d]  e. to read again
6. unfold  [b]  f. to paint again
7. mislead  [g]  g. to direct the wrong way, or inform badly
After reading “Digging Up History,” fill in the Summary Chart to help you tell the most important parts in a few words.

Archaeologists are scientists who dig in the ground to find objects made by people long ago. Digs take place around the globe.

Archaeologists use different tools to locate and clean objects. Then they compare the objects and try to figure out how they were used.

At one big dig in Jamestown, Virginia, archaeologists have found many objects and the remains of a church. What they learn about early inhabitants of the town is used to restore it.

Archaeologists find and study objects and buildings made by people in the past. Dig sites, such as the one at Jamestown, Virginia, help us learn important and exciting facts about history.

Sample answers are provided.
Jamestown

Jamestown, Virginia, was the first English town to be built in what is now the United States. In fact, it was a town before the United States became a country! Life was hard for people in Jamestown. Winter storms were cold and winds roared. It was hard to store food, so people sometimes went hungry. The water that surrounded the town was undrinkable and made people sick.

Still, people were not always unhappy and found ways to prolong their stay by making Jamestown more livable. Blacksmiths and carpenters made supplies to help support the town. People made sure to reuse and not mishandle tools. They also played games to make their lives more enjoyable. Archaeologists have found that Jamestown is an uncommon place which forms a link to our past.

1. Underline words in the passage that have the or, ore, oar sound.

2. Circle the words with the suffix -able in the passage.

3. How did Jamestown’s people help make the town more livable?

They made supplies and used tools more than once. They played games.

4. How was life hard for people in Jamestown?

Winters were cold and stormy. People went hungry, and the water around Jamestown made people sick.

5. _________ means to help. 

surround  support  enjoy
To help you plan your writing, fill in a story map.

Characters

Setting

Problem

Events

Solution
Sometimes a word has a letter that is silent. Examples are *knee*, *wrap*, *gnat*, and *lamb*.

#### A. Underline the silent consonants in the words below.

<table>
<thead>
<tr>
<th>knight</th>
<th>knock</th>
<th>wreck</th>
<th>wrong</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>climb</td>
<td>gnaw</td>
<td>know</td>
<td>thumb</td>
<td>sign</td>
</tr>
</tbody>
</table>

#### B. Read the clues. Then use the words from part A to complete the sentences and solve the puzzle.

**Across**

1. We watched our dog __ on a bone.

2. The mailman had to __.

3. That was a horrible car __.

4. She broke her __ trying to catch a baseball.

5. Don’t __ your name yet.

**Down**

1. Kristen loves to __ in her journal.

2. The __ left the castle to save the kingdom.

3. Clive made a __ turn.

4. What do you __ about rocks?

5. Watch me __ that tree.
A. Use this passage for a choral reading or Readers Theater.

All in a Day’s Work

CAST
Nick Wright

Setting: Nick’s house. Wright helps Nick learn his lines for the school play.

NICK: Oh no! I will never be able to memorize all these lines.

WRIGHT: It’s okay. We will practice some more. Soon, you will know these lines by heart. I promise!

NICK: They are hard to remember. How am I going to do it?

WRIGHT: You just need to get into character. Then the lines will feel as natural as having a chat with a friend.

NICK: But what if I get the lines wrong? I will stick out like a sore thumb! Everyone will laugh at me.

WRIGHT: Relax. Nobody will laugh at you. The audience is there to have a good time, not to be mean. They will not make fun of you.

NICK: I guess you are right. I should not worry.

B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. Did you know/ the lamb/ has a wrinkle/ on her knee?/

2. I went/ to the store/ for more/ roast pork.//

3. Is that bird/ in a herd/ of thirty stern turkeys?/

4. Arf! Arf!/ The dark dog/ barked/ at the car.//

5. Oops!/ The groom/ popped the balloons/ with his broom.//
A. Separate each word into two syllables. Then circle the unaccented syllable.

Example:
travel

1. kitten
2. tunnel
3. jungle
4. towel
5. total

B. Use the correct word from part A to complete each sentence.

1. I used a _______ towel _______ to dry myself off.
2. When we were in the _______ jungle _______, we saw a tiger.
3. The _______ kitten _______ purred when I petted her.
4. That _______ tunnel _______ goes under a river.
5. To find the _______ total _______ price, add the price of each item.
A. **Vocabulary Words**  Circle the word or phrase in the group that does not belong with the bold-faced word.

1. doubts  worries  concerns  **hopes**
2. audience  **teachers**  watchers  clapping
3. imagination  dreams  **facts**  fables
4. character  player  actor  **setting**
5. relax  slow down  rest  **pace**

6. Which would you rather **memorize**? Tell why on the lines below.  
   a. all your vocabulary words  b. all the textbooks in the world

B. **Vocabulary Strategy: Analogies**  Read each sentence. Then find the synonym for the bold-faced word from the words on the right. Write the letter of the correct answer on the line.

1. Students are to **learners** as **audience** is to **b**.
   a. sisters
   b. watchers
   c. speakers

2. Practice is to **prepare** as **memorize** is to **a**.
   a. learn
   b. forget
   c. lose

3. Tale is to **fable** as **character** is to **c**.
   a. prop
   b. costume
   c. person
After reading “The Show Must Go On,” fill in the Conclusions Chart to help you draw conclusions about the play.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty wants to be the main character and says Nick will wreck the play.</td>
<td>Patty thinks she is better at acting in a play than Nick is.</td>
</tr>
<tr>
<td>Nick is shaking, his hands are numb, and his belly feels like it is twisted.</td>
<td>Nick is nervous about being able to remember his lines in front of an audience.</td>
</tr>
<tr>
<td>In Nick’s dream, everyone laughs at him for forgetting his lines and the teacher says she will take the part away from him.</td>
<td>Nick is worried about what may happen if he forgets his lines.</td>
</tr>
<tr>
<td>Nick remembers his last line when he feels his lucky dollar and sees Wright off stage.</td>
<td>Nick is able to remember his lines when he relaxes and has confidence in himself.</td>
</tr>
</tbody>
</table>

These are sample text clues from the play.
Read the passage. Then complete the questions.

Wright Writes a Play

“This is a great play, Wright!” said Nick.
“Do you really think so?” asked Wright. “I have my doubts that the audience will like it. I hope I am wrong.”

“Relax!” said Nick. “I know people will love this play. It is very well written. How did you come up with the story?”

“It was simple,” Wright answered. “I just used a little imagination. Once I knew what was going to happen, it was easy to write.”

“I can’t wait for our class to act out your play on stage!” Nick said. “I hope I can play the main character. He is a lot like me.”

“I can’t wait, either,” Wright agreed. “It’s going to be a lot of fun.”

1. Underline words in the passage that start with silent consonants.

2. Circle the words in the passage that end with unaccented syllables -en and -le.

3. How did Wright come up with the story for his play?
   
   __________________________________________________________________________

   He used his imagination.

4. Why does Nick want to play the main character?
   
   __________________________________________________________________________

   because the main character is a lot like Nick

5. __________ means to calm down.
   
   relax imagine doubt

At Home: Reread the passage and discuss how Nick makes Wright feel better.
To help you plan your writing, fill in a cluster map.
Read the passage. Then complete the questions.

Keep Your Energy Up!

In order to live our lives as best we can, we need to have energy in our bodies. Without energy, it is hard to stay awake and prepared.

The best way to keep your energy up is to get exercise because it keeps your body in motion. There are many ways to exercise. You can walk, jog, or play sports. Exercising a lot causes your muscles to become stronger. As a result, you should feel good and ready to face the day. If you do not give your body plenty of work, then it will be harder for your body to stay active during the day.

1. Underline the following signal words or phrases in the passage: as a result, because, then, causes

2. Put a box around the sentence that states the effect of making your muscles strong.

3. What is the effect of not having energy?

   It is hard to stay awake and prepared.
Read the passage. Then complete the questions.

Tools of the Trade

Archaeologists use many tools to find lost objects. Three of the most important tools are shovels, brushes, and filters.

Archaeologists use shovels to take away layers of dirt and dig many feet underground. When they find an object, they use brushes to clear the dirt off of it. They use filters to find small objects. The filters let the dirt out, but hold the small objects so scientists can study them. To sum up, each tool serves a different purpose.

All in all, shovels, brushes, and filters are three important tools for archaeology.

1. Underline the following signal phrases in the passage:
   to sum up  all in all

2. Put a box around the sentence that best summarizes the passage.

3. How could you summarize the second paragraph in one sentence?

   Archaeologists use shovels to dig into the ground, brushes to wipe away dirt, and filters to find small objects.
Read the passage. Then complete the questions.

A Day at the Theater

Sally sighed loudly. Her parents had dragged her to see a play. Sally hoped it would not last long. The lights went dim, and Sally saw two actors dressed in odd costumes. Behind them was a large set.

As the play went on, Sally’s smile grew larger. The actors were very talented, and they made everyone laugh. Sally was upset that the play ended so soon. She wanted to stay at the theater!

1. Underline the text clues that lead you to conclude that the play was funny.

2. Put a box around the text clues that lead you to conclude that Sally did not want to go to the play.

3. What conclusion can you draw from the last two sentences?

   **Sally enjoyed the play after all.**
Draw a line under the word that best completes each sentence. Write the word on the line.

1. Dave didn’t like the cartoon, so he said it was ________________.  
   horrible  stored  porch

2. She wanted to know what Adeet had ________________ on his paper.  
   wronged  written  hidden

3. This test was ____________ than the last one.  
   smarter  hardest  harder

4. The lake shimmered in the ________________.  
   moonlight  cartoon  raccoon

5. Do turtles have ________________?  
   thumbs  climbs  lambs

6. The trip we took to the zoo was ________________ because it was our first school trip.  
   movable  memorable  readable

7. My bedroom is ____________ than yours because my curtains are thicker.  
   lighter  darkest  darker

8. Because Fran can hold her breath the ____________ of all the swimmers, she won the swim meet.  
   shortest  longest  longer
Diphthongs *oi* and *oy* make the same sound. Examples are *oil* and *boy*.

**A. Underline *oi* and *oy* in the words below.**

boiled coins noise boys toys
royal destroy annoyed point moist

**B. Circle each word in the puzzle. Look for the diphthongs to help you.**

```
  d r e b o y s t t t
  b o i l e d r o o
  c y d e s t r o y
o a v p s t a s s
i l b o p l w y s
n a w i n o i s e
s n a n n o y e d
w d h t m o i s t
```

**C. Use the correct words from above to complete each sentence.**

1. She **boiled** an egg.
2. Mom was **annoyed** at what the newspaper said.
3. The princess was part of the **royal** family.
4. There were a lot of different **toys** to play with in his room.

**Use the boxed letters from the lines above to complete the message.**

Don’t let rain **dealy** having a fun day!

1 2 3 4
A. As you read, pay attention to intonation, end punctuation, pauses, and stops.

Many baseball players are great. But Jackie Robinson was special. He was the first African American to play major league baseball.

Before Jackie, African Americans could play only in separate leagues. There were separate schools, restaurants, and hotels for different races. On many city buses, African Americans had to sit in the back.

Jackie joined the Brooklyn Dodgers in 1947. Would the fans accept an African-American player? Jackie’s manager thought so. He told Jackie to “have enough courage not to fight back.” Despite some jeers, Jackie did not get annoyed. He played so well that he was named rookie of the year!

Jackie Robinson set many records. He was chosen for the Hall of Fame. But he did something more important. He showed that talent is what matters the most. He changed sports in America forever.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>joyful</th>
<th>noise</th>
<th>oyster</th>
<th>known</th>
<th>store</th>
</tr>
</thead>
<tbody>
<tr>
<td>loyal</td>
<td>choice</td>
<td>destroy</td>
<td>knapsack</td>
<td>bored</td>
</tr>
<tr>
<td>voyage</td>
<td>point</td>
<td>moist</td>
<td>sign</td>
<td>pork</td>
</tr>
<tr>
<td>enjoy</td>
<td>spoil</td>
<td>recoil</td>
<td>wrong</td>
<td>soar</td>
</tr>
<tr>
<td>employed</td>
<td>joined</td>
<td>avoid</td>
<td>thumb</td>
<td>horse</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____

At Home: Reread the passage a few times and then make up two sentences using some of the words in Part B.
The prefixes *con-* , as in *concert*, and *com-* , as in *compete*, often mean "with" or "together" when added to a root word. Use *com-* before root words that begin with *b*, *m*, or *p*.

**A. Fill in the missing word parts to make the bold-faced word.**

1. To make a cake, first ____bine sugar and butter.
   
   **COM** + bine = combine

2. After talking it over, the buddies got past their minor ____flict.
   
   **con** + flict = **conflict**

3. The two best teams will **compete** for a prize.
   
   **com** + **pete** = **compete**

4. I will ____pare both dresses to see which one I like better.
   
   **com** + pare = **compare**

5. We **connected** all the puzzle pieces together.
   
   **con** + **nect** + ed = **connected**

**B. Write two sentences about sports. Use the word *combine* in one sentence. Use the word *compete* in the other.**

1. __________________________________________________________________________

2. __________________________________________________________________________
A. Vocabulary Words  Check true or false for each statement.

1. A **loyal** pal is usually a good pal to have.  ✔️true  ☐false  
2. It is nice to get **jeers** from a crowd.  ☐true  ✔️false  
3. Staying **poised** can be hard if you are nervous.  ✔️true  ☐false  
4. A football player might **retire** after injuring his knees.  ✔️true  ☐false  
5. If a bird is **released** from its cage, it is still trapped.  ☐true  ✔️false  

B. Vocabulary Strategy: Context Clues  Underline any context clues that help you define the bold-faced vocabulary words.

Joy remained **poised**, or calm, as her dance teacher inspected her form. Joy tried to **avoid** her teacher as she kept still, and **turned away** from him. But now, Joy didn't hear any **jeers**, or taunts, about her form. After some instruction from her teacher, Joy finally **released** her pose. As her arms dropped, her teacher said, “I can tell that you have been **loyal** to your practice schedule. My form was not this good after I **stopped** dancing and **retired**. Good job.” Joy was excited that all of her hard work had paid off!

Write the vocabulary word that best completes each sentence.

1. Joy was ______ **loyal** to the people who helped her dance so well.
2. Joy stood ______ **poised** and ready to begin dancing on stage.
3. If you are ______ **retired**, you no longer dance in public.
4. Joy wanted to ______ **avoid** eye contact with her teacher.
5. It is not fun to hear ______ **jeers** from people watching you dance.
After reading “Jackie Robinson and the Joy of Baseball,” fill in the Author’s Purpose Chart to help you identify the author’s purpose.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a child, Jackie avoided fights. He smiled, stayed poised, and helped others.</td>
<td>To inform and show what made Jackie Robinson a sports hero and a great leader for civil rights.</td>
</tr>
<tr>
<td>Jackie got awards in many different sports and set records in high school.</td>
<td></td>
</tr>
<tr>
<td>When he was in the army, Jackie sat at the front of the bus to show that some rules were unfair.</td>
<td></td>
</tr>
<tr>
<td>When Jackie became the first African-American baseball player, he ignored the jeers.</td>
<td></td>
</tr>
<tr>
<td>Jackie helped African Americans get employed as coaches and managers.</td>
<td></td>
</tr>
</tbody>
</table>

These are sample clues to the author’s purpose.
Read the passage. Then complete the questions.

Jackie’s First Day

On April 15, 1947, Jackie Robinson played his first game in major-league baseball. Many players and fans were unhappy. They thought that the major leagues should include only white players. Jackie was an African American.

Jackie had to hear the fans’ jeers and taunts. His manager had told him to be brave enough “not to fight back.” Throughout that first game, Jackie stayed poised. He avoided conflict. He did not let any jeers or other noise spoil the joy of baseball. Jackie enjoyed competing and was committed to the game.

Jackie scored the winning run that day. He made history. Jackie played baseball with the Brooklyn Dodgers for ten more years and then retired.

1. Underline words in the passage that have the **oi** or **oy** pattern.
2. Circle words in the passage that have the prefix **con-** or **com-**.
3. Is the purpose of this passage to entertain, inform, or persuade? **inform**
4. What is the purpose of the second paragraph? **to inform us about the problems Jackie faced and how he handled them**
5. ________ means to stay away from. **spoil** **avoid** **enjoy**

Comprehension: Take-Home Story

At Home: Reread the passage and talk about what you think is most interesting about Jackie Robinson.
To help you plan your writing, fill in an organization map.
In words that end in -el, -al, and -le, the last syllable is usually not stressed.

A. Draw a line under the word that best completes each sentence. Then write the word on the line.

1. Nora could not ride her bike because the ____ pedal ____ was broken.
   pedal peddle metal

2. I had to ___ triple ___ the size of the list to include everyone.
   gobble sell triple

3. Marissa lost her ____ sandal ____ at the beach.
   sandal handle sample

4. The bells on the horse’s harness ____ jingle ____
   giggle jingle joggle

5. Did you get that online or at a ____ local ____ store?
   local level several

6. Randi had to ____ cancel ____ the pool party because of the rain.
   legal cancel hazel

7. Justin had to ____ paddle ____ the boat to shore.
   paddle seal candle

8. Heather was ____ gentle ____ with the new kitten so it wouldn’t get hurt.
   kettle circle gentle

B. Go back and circle the unstressed syllables -el, -al, and -le in the word choices above.
Jacques Cousteau loved the sea from the time he was a little boy. His interest began during a swim in the sea with one of his friends. Cousteau saw wonderful creatures in this mysterious underwater world, and he was anxious to learn all he could about the sea.

Cousteau invented several tools that helped him explore the sea like nobody had before. He and his partner made a scuba tank filled with air that helped divers breathe underwater for long periods of time. He also helped create a wet suit to keep people warm in cold water. His team made diving pods that looked like flying saucers. Cousteau was able to help many people. Thanks to Cousteau’s inventions, we have learned so much about the sea!
**Compound words** are made by joining two words together.

A. Read the words in each shape. Draw a line between two words that can be used to make a compound word. Then write the compound words on the lines.

1. dresser grass → **hairdresser**
2. thunder under → **thunderstorm**
3. hopper hair → **grasshopper**
4. ground storm → **underground**
5. snake out → **rattlesnake**
6. number rattle → **outnumber**

B. Complete each sentence with the correct word from part A.

1. There was a little **grasshopper** on our porch.
2. The tree’s roots were **underground**, so we couldn’t see them.
3. The girls **outnumber** the boys in our class.
4. The **thunderstorm** made the house shake.
5. The **rattlesnake** slid through the grass.
A. Vocabulary Words  Circle the word in each group that does not belong with the bold-faced word.

1. vessel  car    ship    boat
2. chemicals  scientists  chickens  chemistry
3. inventions  gadgets  copies  devices
4. mysterious  strange  different  well-known
5. gear  tools  facts  supplies

6. Which might be part of your camping gear? Explain on the lines below.
   a. a backpack  b. a bear

B. Vocabulary Strategy: Word Parts  Write the letter of the meaning on the right that matches the word on the left.

   c  1. leader  a. in a brave way
   e  2. moveable  b. in a way that shows a good mood
   b  3. cheerfully  c. one who takes charge of others
   d  4. flavorful  d. full of taste
   a  5. boldly  e. able to be taken to a different place
After reading “Jacques Cousteau: Scientist Below Sea Level,” fill in the Fact and Opinion Chart to help you identify facts and opinions.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacques Cousteau was a French scientist who studied the sea and made films about it.</td>
<td>The deep sea is a mysterious place.</td>
</tr>
<tr>
<td>Cousteau and his partner created inventions such as the scuba tank and the wet suit to help divers explore the world under the sea.</td>
<td>Cousteau led an exciting life and made many discoveries.</td>
</tr>
<tr>
<td>They made a round, metal house and attempted to live beneath the sea for weeks.</td>
<td>Most people would be too afraid to live in dark, cold water.</td>
</tr>
<tr>
<td>Cousteau changed an army ship into a traveling vessel where he made films to show what was happening to the sea. Companies did not stop polluting.</td>
<td>Companies felt that it would take too much money to stop polluting.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

**Cousteau’s Fight**

Jacques Cousteau had seen many interesting and mysterious sights when he explored the ocean as a diver. But he also knew that underwater life was in big trouble because of pollution. Fish and plants were being killed. Cousteau wanted to stop companies from releasing deadly chemicals into the water. He was worried about what they were doing. Cousteau knew we had to be more careful when it came to protecting the seas.

Cousteau began making several films from an army vessel. Soon he was able to spread his message. He found that many people were misinformed about pollution. His photographs showed how much damage it caused to undersea life. The films shocked everyone who watched them. People knew something must be done. Lawmakers passed laws to prevent pollution. Cousteau was given many awards and medals for his efforts to protect sea life.

1. Underline words in the passage that have an unstressed syllable spelled -el, -al, or -le.

2. Circle the compound words in the passage.

3. “Cousteau began making several films from an army vessel.” Is this sentence a fact or an opinion?
   
   **fact**

4. “The films shocked everyone who watched them.” Is this sentence a fact or an opinion?
   
   **opinion**

5. Something that is hard to explain is ___________.
   
   mysterious    harmful    nice
To help you plan your writing, fill in a cluster map.
Read the passage. Then complete the questions.

**Chasing a Dream**

All kids have dreams about what they want to be when they grow up. Jim Abbott wanted to play baseball, but he had been born without a right hand. As a result, people told him that he could never play baseball.

But Jim did not give up. He practiced a lot and learned how to play without his right hand. He was so good that he went straight to the major leagues after college.

Jim pitched for 11 years with much success. He once pitched a no-hitter, which is quite rare and valued in baseball. Jim’s story is an example of what might happen when people follow their dreams.

1. What is the author’s purpose?  
   **to inform**

2. Underline a sentence that tells what the reader can learn from Jim’s story.

3. Put a box around the parts of the text that tell about Jim’s hard work.
Read the passage. Then complete the questions.

A Call for Help

Pollution in the sea is the biggest problem in the world. Sea life, such as coral and fish, can be killed when companies dump harmful chemicals into the water.

Jacques Cousteau made films to tell the public about the dangers of pollution. He used an army ship as a vessel on which to make his films. Cousteau was the most famous scientist of his time.

Everybody was amazed by Cousteau’s films. Soon, the government passed laws to protect sea life. People saw that it is important to take care of the sea. The animals that live in the ocean are the most mysterious and interesting living things on the planet.

1. Which sentence in the first paragraph is a fact? Underline this sentence.

2. Which sentence in the second paragraph is an opinion? Put a box around this sentence.

3. Is the last sentence of the passage a fact or an opinion? How do you know?

   It is an opinion. It is something the author believes. The word “most” is a clue that it is not a fact that can be proven.
Examples of words with the vowel sound /ô/ are pause, saw, taught, bought and tall.

A. Underline the au, aw, augh, ough, and al patterns in the words below.

fought       shawl       saucer       false       caught
because      small       crawl       laundry      walnut

B. Read the clues. Then use the words from part A to complete the puzzle.

Across
1. Dan __ a big fish.
2. She wasn’t __ big. She was __.
3. We __ hard to win the game.
4. A __ is a type of nut.
5. They went __ they wanted to go.
6. She had to __ on her knees.

Down
1. She wore a __ to stay warm.
2. She put the cat’s milk in a __.
3. He said something that was not true. It was __.
4. The washing machine cleans our __.
A. As you read, pay attention to end punctuation, pauses, and stops.

In the early 1900s, India was controlled by the British.

The British took many basic freedoms away from the Indian people. Indians were forced to read and write in English instead of in their own language. The British also passed unfair laws. One of these laws forced Indians to buy salt from the government. India also had a class system that was very unfair. The upper class looked down on the lower class.

Mohandas Gandhi was upset about all of these things. He thought all people should have rights, and they should be treated with respect. What did Gandhi do? He began to protest. He was always peaceful with his protests, and he never used force. Gandhi wanted to show people that British rule in India should come to an end.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

drawing caught bought void cancel
flawed talk dawn oink vessel
halt called false coil pedal
causes salt fault enjoy pickle
paused taught pause boy single

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____

At Home: Make a sentence using words at the bottom of the page. Reread the sentence to a family member.
Adding the suffix -ment to a verb can change it to a noun. For example, the verb pay becomes the noun payment.

A. Combine each verb with the suffix -ment to make a noun.

Example:

encourage -ment → encouragement

1. state -ment → statement
2. disappoint -ment → disappointment
3. excite -ment → excitement
4. treat -ment → treatment
5. ship -ment → shipment

B. Use the correct word from part A to complete each sentence.

1. The doctor gave the man a proper treatment for his cold.
2. Laura was going away. She was full of excitement.
3. The mayor made a statement about the city’s parks.
4. Alex hid his disappointment when rain ruined the picnic.
5. The next shipment will be in on Tuesday.
A. Vocabulary Words  Use the correct word from above to complete each sentence.

1. You should ___ respect ___ your elders.

2. People in America enjoy many ___ freedoms ___, such as the right to vote.

3. I was waiting for him to ___ respond ___ to my question.

4. She was in ___ awe ___ of the singer’s beautiful voice.

5. They sat in silence to ___ protest ___ against polluting the air.

B. Vocabulary Strategy: Dictionary/Homographs  Use the dictionary entry to answer the questions.

1. As what two parts of speech can the word well be used?
   
   **It can be a noun or an adverb.**

2. What makes the two words in this dictionary entry homographs?
   
   **They are two words that have the same spelling, but they have different meanings.**

3. Which meaning of well is used in this sentence: Lisa sings well.
   
   **The second meaning is used.**
Read “Gandhi’s Causes.” Then fill in the Venn Diagram to help you compare and contrast the relationships that Gandhi and the British had with the Indian people.

**Different**

- **Gandhi**
  - wanted Indian people to be free from British rule
  - wanted Indian people to stop buying British goods
  - protested in peaceful ways

- **British**
  - wanted to retain power over Indian people
  - forced Indian people to buy British goods (clothes, salt)
  - used an army to control Indian people

**Alike**

- wanted to be successful in reaching goals
Read the passage. Then complete the questions.

**Salt March to Dandi**

In 1930, Mohandas Gandhi began a long journey to the Arabian Sea called the Salt March to Dandi. It was done in protest against the British salt laws. The British government forced the people of India to give them a payment for salt. Gandhi believed this treatment was not fair or right. He wanted to respond to what he thought was an unjust law.

Gandhi was already 60 years old in 1930, but he walked 240 miles for his cause. People were in awe of him. Gandhi was unlike other protesters, as he always showed respect. He also did not fight. Many other people joined the march. They were all in agreement with Gandhi. They felt they shouldn't have to buy salt from the British. In the end, thousands made the march to the sea at Dandi.

1. Underline words in the passage that have the *al, au, aw, ough, or augh* pattern.

2. Circle the words in the passage that have the suffix -ment.

3. How was Gandhi different from other protesters?

   **He showed respect and did not fight.**

4. What did the other marchers to Dandi have in common with Gandhi?

   **They all felt they shouldn't have to buy salt from the British.**

5. To **respond** means to react or to answer.

   respond  respect  force
To help you plan your writing, fill in a KWL chart.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Underline the triple consonant blend in each of the words below.

throne  scramble  street  scribble  split
straw  sprinkle  scratch  splash  strong

B. Circle each word in the puzzle. Look for triple consonant blends to help you.

C. Use the correct words from part A to complete each sentence.

1. I am not as strong as my older brother.
2. I drive in the street with the other cars and trucks.
3. Please sprinkle a little cinnamon on my toast.
4. I made a huge splash in the pool.

On the spaces below, write the boxed letters from the numbered lines above. Then read the secret message!

Extreme sports can be dangerous!
A. Have a partner time you as you read the passage. Record your scores below.

Extreme sports are a popular hobby in many parts of the world. Extreme sports can be a lot of fun, but sprains, scrapes, and scratches can strike people who are not careful. Extreme sports are risky by nature.

Some popular extreme sports are skateboarding, in-line skating, and BMX racing. People with strong talent in these sports can do many interesting stunts. They can spring into the air and perform flips and spins in mid-air. But people who do not have much skill with extreme sports should not try any stunts like this! How can you protect yourself if you do try an extreme sport? Use safety gear! Safety gear should be worn at all times. Extreme sports are risky, and safety gear protects people who do them.

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>

At Home: Reread the passage with and talk about what can be exciting about extreme sports.
A closed syllable ends in a consonant. An open syllable does not end in a consonant and usually has a long vowel sound.

A. Combine the syllables in the correct order to make a word. Draw a circle around closed syllables. Underline open syllables.

Example:

1. tel - ho  
   **hotel**

2. sent - ab  
   **absent**

3. ver - di  
   **diver**

4. cret - se  
   **secret**

5. fit - out  
   **outfit**

B. Write the word from part A that best completes each sentence.

1. George likes to fly, so he wants to be a ______pilot______ one day.

2. Rose wore a new______outfit______ for the art show.

3. Mike didn’t feel well, so he was ______absent______ from school again.

4. When you are a ______diver______, you spend a lot of time in the water.

5. Teresa trusted Emma, so she shared her ______secret______ with her.
A. Vocabulary Words Use the correct word from above to complete each sentence.

Bruce rides BMX bikes and is a 1. _______ expert. He can do many 2. _______ tricks on his bike. Sometimes Bruce will 3. _______ different parts to his bike, so it can go really high on jumps. Before any stunt session, he checks his bike over. He also rides a mountain bike on 4. _______ trails and paths, and Bruce is sure to check the 5. _______ before starting his ride.

B. Vocabulary Strategy: Analogies Choose the word from the right that best completes the analogy. Write the letter of the word on the line.

1. Together is to group as alone is to _______.
   a. nature
   b. gearshift
   c. solo
   d. stunt
   e. attach

2. Man-made is to factory as wild is to _______.
   a. nature
   b. gearshift
   c. solo
   d. stunt
   e. attach

3. Let go is to grab on as pull off is to _______.
   a. nature
   b. gearshift
   c. solo
   d. stunt
   e. attach

4. Turn is to steering wheel as change is to _______.
   a. nature
   b. gearshift
   c. solo
   d. stunt
   e. attach

5. Hop is to jump as trick is to _______.
   a. nature
   b. gearshift
   c. solo
   d. stunt
   e. attach
Read “Extreme Sports.” Fill in the Fact and Opinion Chart to help you identify which details are facts and which are opinions.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skateboarders ride on the board and push along the ground with their feet.</td>
<td>Whether they are done for employment or amusement, sports are awesome.</td>
</tr>
<tr>
<td>A BMX bike is a type of bike made without a gearshift.</td>
<td>Audiences like to watch the bikes screech over hills and jump through the air.</td>
</tr>
<tr>
<td>Rock climbers attach themselves to a rope on the top of the rock.</td>
<td>Good hikers can become rock climbers.</td>
</tr>
<tr>
<td>Kayakers use a two-sided paddle to steer the kayak past rocks in the rushing river.</td>
<td>Extreme sports are risky and thrilling.</td>
</tr>
</tbody>
</table>

These are sample facts and opinions from the selection.
Read the passage. Then complete the questions.

BMX Bike Racing

BMX bike racing is one of the most popular solo sports in the country. A BMX bike is a bike without a gearshift. It is smaller and faster than a regular bike, and not as heavy. The sport has made a big splash with adults and children. It is risky by nature, and people can suffer sprains, strains, and scrapes. But strong bikers can perform thrilling stunts, jumping over hills and scrambling from place to place in an instant.

Hundreds of people gather to watch BMX races. BMX racing is to bikes as auto racing is to cars. Fans scream and shout as racers approach hills and ditches on the course. BMX racing is the most exciting extreme sport.

1. Underline words in the passage that have the spl, spr, str, scr, and thr patterns.

2. Circle multisyllable words in the passage that have triple consonant blends.

3. “BMX racing is the most exciting extreme sport.” Is this sentence a fact or an opinion?
   
   **opinion**

4. “A BMX bike is a bike without a gearshift.” Is this sentence a fact or an opinion?
   
   **fact**

5. A _________ sport is a sport that is done alone.

   stunt  **solo**  popular
To help you plan your writing, fill in an organization map.

[Diagram of an organization map with four boxes connected by arrows.]
The vowel spellings *oo* and *ou* can stand for the same variant vowel sound. Examples are *book* and *could*.

**A. Underline the word that best completes each sentence. Write the word on the line.**

1. My dad is known as a very good _____________.
   - cook
   - cool
   - brook

2. The sweater was made of very fine _____________.
   - wool
   - week
   - look

3. They ____________ in a group together.
   - stood
   - stop
   - stooped

4. She made sure to hang the pan on its _____________.
   - hook
   - hood
   - hole

5. ____________ you please read my essay for school?
   - should
   - soon
   - would

6. We wanted to use the fireplace, but we had no dry _____________.
   - wood
   - food
   - tooth

7. Andrew ____________ kick the ball so hard that it would soar.
   - could
   - cool
   - coop

8. Arden ____________ the juice until she felt it was well mixed.
   - shook
   - smooth
   - bloom

**B. In the word choices above, circle words with the *oo* sound as in *book*, or the *ou* sound as in *could*.
A. Use this passage for a choral reading or Readers Theater.

**Lady White Snake** a Big Success!

*Review by Grant Knightley*

Last night at the theater, I watched a recital of the opera *Lady White Snake*. I enjoyed it quite a bit. The dancers were all very good, and the singers’ talents also stood out. Some dancers swung high above the stage, and others battled each other with swords. It was a feast of sights and sounds. I often shook my head in awe.

The different sets for rivers and woods were interesting and well made. They looked very real. The dancers’ brightly hued costumes added to the fun. I must have seen every color in the rainbow before the recital was done. Clowns were also present to amuse the crowd. The story of *Lady White Snake* was well-written and well-acted. Everyone should see it!

B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. The crook/ who took the cookie/ would have nabbed more/ if he could have.//

2. Splash!/ I woke up/ feeling spray in my face/ and screamed.//

3. Please pause/ so the walrus/ can crawl/ off the seesaw.//

4. Did the verbal/ little spaniel/ nibble edges/ of the parcel?!//

5. Boy!/ Don’t you enjoy/ the noise/ of that toy?!//
The prefix ex- usually means “out of” or “from.” Examples of words with the prefix ex- are explore and exclude.

A. Write the word that is made by combining the two word parts on the left. The meaning of the root word is provided on the left. Then write the letter on the right that gives the meaning of the new word.

1. **ex + port**
   (carry or send)
   _expor†_ e
   a. push out or force out

2. **ex + pel**
   (push or force)
   _expel_ a
   b. stretch out

3. **ex + it**
   (go)
   _exit_ d
   c. close out or shut out

4. **ex + clude**
   (close or shut)
   _exclude_ c
   d. go out

5. **ex + tend**
   (stretch)
   _extend_ b
   e. carry out or send out

B. Choose the word from Part A that best completes each sentence.

1. They had to _expel_ him from the club for breaking the rules.

2. The place where you should _exit_ is at the back of the theater.

3. We decided to _extend_ our trip for another three days.

4. Please don’t _exclude_ me from the game!

5. Many countries _export_ goods to other places in the world.
A. Vocabulary Words Circle the word or phrase in the group that does not belong with the bold-faced word.

1. event holiday field trip normal
2. lessen create more reduce subtract
3. recital performers audience practice
4. increase decrease gain grow
5. opera reading singing music

6. Which would have amused you more? Tell why on the lines below.
   a. a funny movie  b. waiting for a bus

   ____________________________
   ____________________________

B. Vocabulary Strategy: Dictionary/Homophones Look for the meaning of each bold-faced word in the list at the right. Draw a line from each sentence to the meaning that matches the bold-faced word. Use a dictionary to help you.

1. He knows the word. The dog’s nose was cold.
   a. what you breathe through  b. a small stream
2. We went down to the creek. The door began to creak.
   c. to squeak  d. failed to hit it
3. The mist rolled in. Ted swung at and missed the pitch.
   e. to understand  f. fog
Read “Hooked on Dancing.” Fill in the Author’s Perspective Web to help you identify the author’s opinion of the subject.

Everyone knows the stories of Chinese operas because they see them over and over.

The crowd loves the sights, sounds, and stunts of the show.

Dancers have performed in Chinese operas for hundreds of years.

Ling says that she will never tire of this art form.

Author’s Perspective

Chinese operas are a valued tradition that should be enjoyed and studied.

These are sample clues from the story.
Read the passage. Then complete the questions.

Ling’s Dance Class

Ling was excited. Her first dance class would be starting soon. Ever since Ling had seen a Chinese opera with her grandmother, she wanted to become a dance expert. Ling hoped she would be good enough to have a dance recital of her own someday. First, she needed to increase her skills. That is why she took a dance lesson.

The dance teacher, Ms. Woods, explained to the students which events would take place in the class. The class would have to read books about dancing and practice all the time, too. There was no excuse they could use to lessen their hard work. Ling smiled. She looked forward to becoming a great dancer.

1. Underline words that have the oo or ou sound, as in cook or should.
2. Circle the words with the prefix ex-.
3. Which words in the passage show how Ling feels about her dance class?
   excited, hoped, smiled, looked forward
4. What is the author’s perspective about learning to dance?
   The author thinks that working hard when learning how to dance is a good thing.
5. _________ means to make larger or add more.
   lessen, increase, dance

At Home: Reread the passage and talk about what you work hard at doing.
To help you plan your writing, fill in an organization map.
Read the passage. Then complete the questions.

A Helping Hand

There are many people in the world today who do not have enough food. Others are homeless, or are not able to take care of themselves. You can help!

Volunteering and writing letters to raise money are both great ways of helping. When you volunteer, you can collect food or help to build houses. This is a very quick approach to giving people help.

A second way to help is to write letters to government leaders. Unlike volunteering, this way may not bring aid quickly. However, you may be able to help more people in the long run.

Both ways can help people in need. Volunteering and writing letters are also simple tasks that do not take a lot of time or money.

1. Underline the following signal words in the passage.
   both also unlike however

2. Which sentences tell how volunteering and writing letters are different? Put a box around these sentences.

3. How are writing a letter to government leaders and volunteering the same?
   They both help people in need, and neither takes a lot of time or money to do.
Staying Safe

Extreme sports are a lot of fun, but they are more dangerous than anything else. Safety equipment has been created to keep people from harm. Nothing is worse than getting hurt!

Different extreme sports use different types of safety equipment. Skateboarders and in-line skaters wear kneepads. Snowboarders have goggles, and rock climbers use ropes.

The most important piece of equipment is the helmet. A helmet is used in many sports and protects a person’s head if he or she falls to the ground. A helmet prevents damage to the skull and brain.

1. Which sentence in the first paragraph is a fact? Underline the sentence.
2. Which sentence in the third paragraph is an opinion? Put a box around the sentence.
3. Is the last sentence of the passage a fact or an opinion? How do you know?

It is a fact. It is information that can be checked or proven.
Read the passage. Then complete the questions.

A History Lesson

Jeff and his family went to see a film. It was a movie that everyone could enjoy. It told a true story that took place in the 18th century. That was an interesting time in American history. Jeff learned a lot about the people and events of the time period.

The film was about how the United States became a country. It showed that the American people fought for their freedom. Jeff liked learning about such people as George Washington and Benjamin Franklin. It was fun to see how life was different back then.

1. Underline the sentence that tells how the author feels about the 18th century.

2. Which sentence tells what the author’s feelings are about the movie? Put a box around the sentence.

3. Based on the story, what is the author’s perspective about learning about history?

   The author believes that it is interesting and fun to learn about history.
A. Underline the words that have the vowel sounds *oo* or *ou*, as in *look* and *could*. Circle the words that contain the suffix *-ment*. Draw a box around words with triple consonant blends.

rattlesnake  expect  overlooked  talk  content
employ  stressed  always  skyscraper  enjoyment

B. Read the clues. Then use the words from part A to complete the sentences.

Across
1. She was small, so they often ___ her when picking teams.
2. Do not ___ when you are taking a test.
3. The look on Mom’s face told us she was ___.
4. What do you ___ to get for your birthday?
5. The store will ___ more workers to help during the weekends.
6. That ___ is more than 800 feet tall!

Down
1. There was a coiled ___ by the rock.
2. The class was ___ to read silently.
3. She ___ wore a warm hat outside when it was cold.
4. He got a lot of ___ from learning to surf.
The letter *a* can have the short *a* sound, as in *bat*. It can also have the long *a* sound, as in *baby, place, train, and stay.*

**A.** Draw a line under the word that best completes each sentence. Write the word on the line.

1. The child didn’t do his homework because he was **lazy**.
   - lakes  lazy  slack

2. Cathy made a whole **batch** of cookies.
   - batch  patch  latch

3. There was a **delay** that made everyone late for work.
   - lane  past  delay

4. We did some **planting** to make the yard look nice.
   - placement  planting  fading

5. The baseball game **lasted** for a long time.
   - made  lasted  paid

6. The training was very simple and **basic**.
   - baked  basic  backflip

7. Don’t leave the driveway if your helmet **strap** is not buckled.
   - slab  track  strap

8. I took the **plate** to the sink when I was done eating.
   - plate  pane  pain

**B.** Circle the answer choices above that have the long *a* sound, such as *table*. Put a box around the words that have the short *a* sound, such as *strand.*
A. As you read, pay attention to intonation, end punctuation, pauses, and stops.

When Helen Keller was young, she fell very ill. The disease she had left her unable to see and hear. She could not do the same things that other kids could do. Helen had no easy way to tell her parents that she felt lonely and ignored. She got upset because she could not talk to people. But she was a very smart and curious child, and Helen’s parents wanted her to be able to learn. They asked for help from the Perkins School, a school for blind children. Helen gained entrance to the school, and Anne Sullivan, one of the best teachers, agreed to teach Helen.

Anne was partly blind. She had been a top student at Perkins School when she went there. With Anne’s help and care, Helen learned about the world around her through touch and smell. Helen was finally able to share her thoughts!

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>named</th>
<th>saddle</th>
<th>label</th>
<th>shook</th>
<th>stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiting</td>
<td>acting</td>
<td>apron</td>
<td>wood</td>
<td>split</td>
</tr>
<tr>
<td>unable</td>
<td>lamps</td>
<td>raven</td>
<td>should</td>
<td>scrub</td>
</tr>
<tr>
<td>failing</td>
<td>pals</td>
<td>battle</td>
<td>cookie</td>
<td>spring</td>
</tr>
<tr>
<td>stayed</td>
<td>happily</td>
<td>draft</td>
<td>could</td>
<td>throw</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____     Time 2: _____     Time 3: _____

At Home: Reread the passage and talk about what you think is the most interesting fact about Helen Keller.
Use prefixes and suffixes to change the meaning of a word.

**A. Fill in the missing parts to make the bold-faced word.**

1. Sandy thinks that the puppy is untrainable.
   
   \[ \underline{\text{un}} \underline{\text{train}} \underline{\text{able}} = \text{untrainable} \]

2. Larry treated his sister unkindly.
   
   \[ \underline{\text{un}} \underline{\text{kind}} \underline{\text{ly}} = \text{unkindly} \]

3. I defrosted the chicken before baking it.
   
   \[ \underline{\text{de}} \underline{\text{frost}} \underline{\text{ed}} = \text{defrosted} \]

4. Many ads are misleading because they use more opinions than facts.
   
   \[ \underline{\text{mis}} \underline{\text{lead}} \underline{\text{ing}} = \text{misleading} \]

5. Tim, would you like a refreshment?
   
   \[ \underline{\text{re}} \underline{\text{fresh}} \underline{\text{ment}} = \text{refreshment} \]

**B. Write two sentences about eating lunch at school. Use the word unlikely in one sentence. Use the word refreshment in the other.**

1. ______________________________________________________________________
   
   ______________________________________________________________________

2. ______________________________________________________________________
   
   ______________________________________________________________________
A. Vocabulary Words  Circle the word or phrase in the group that does not belong with the bold-faced word.

1. venture  task  project  **trait**
2. damaged  broke  **fixed**  hurt
3. curious  bored  interested  nosy
4. entrance  getting in  gaining a spot  **being rejected**
5. blind  without sight  unable to see  **without hearing**

6. How would you describe the texture of a peach? Explain below.
   a. soft and fuzzy  b. spiky and sharp

B. Vocabulary Strategy: Word Parts  Read the family of words on the left. Find the root word for this family at the right. Draw a line from the family to its root.

1. argument, arguable, arguing  **pay**
2. repay, payment, payable  **argue**
3. pointer, pointing, pointy  **point**
4. resealed, unseal, sealable  **kind**
5. helpful, helping, unhelpful  **seal**
6. unkind, kindly, kindest  **help**
After reading “Anne Sullivan: A Valuable Teacher,” fill in the Author’s Purpose Chart to help you decide why the author wrote the selection.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen learned to trust Anne because Anne was calm and gentle with her.</td>
<td>To inform the reader how valuable a teacher and friend Anne Sullivan was to Helen Keller.</td>
</tr>
<tr>
<td>Anne taught Helen how to read by tracing letters onto Helen’s palm.</td>
<td></td>
</tr>
<tr>
<td>Anne allowed Helen to explore the world by learning outdoors.</td>
<td></td>
</tr>
<tr>
<td>Anne took Helen to her old school and helped her get into college.</td>
<td></td>
</tr>
<tr>
<td>Helen called the day she met Anne her “soul’s birthday.”</td>
<td></td>
</tr>
</tbody>
</table>

These are sample clues from the selection.
Read the passage. Then complete the questions.

Perkins School

In case you were curious, Perkins School for the Blind has been around for more than 175 years! Perkins School teaches subjects such as reading, writing, and math. Teachers make sure that no one feels uncomfortable. Teachers don’t treat any of their students unfairly. They prepare students to venture forward with their lives.

Helen Keller and her teacher, Anne Sullivan, both went to Perkins School. Anne enjoyed it so much that she later returned to teach there. The famous school helped Helen and Anne adjust to their blindness. Young people from all over the world are able to make their lives more joyful by gaining entrance to the Perkins School.

1. Underline words that have a long a sound, such as face.

2. Circle the words in the passage that contain both a prefix and a suffix.

3. Is the author’s purpose in this passage to entertain, inform, or persuade?
   
   inform

4. What does the author do to support the purpose of this passage?

   The author gives facts about the Perkins School.

5. Someone who is ________ is interested in finding things out.
   
   blind  prepared  curious
To help you plan your writing, fill in an informal/formal language chart.

<table>
<thead>
<tr>
<th>Informal Language</th>
<th>Formal Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The letter *i* can have the short *i* sound, as in *fit*. It can also have the long *i* sound, as in *mind, nice, tie, high, and cry*.

**A.** Underline the words that have the long *i* sound, as in *nice*. Circle the words that have the short *i* sound, as in *fit*.

- topic
- find
- fly
- twilight
- pie
- pillow
- define
- lighter
- blister
- midnight

**B.** Read the clues. Then use the words from Part A to complete the puzzle.

**Across**
1. I put my head on the __.
2. I can’t __ my keys.
3. Janet baked a peach __.
4. It is almost dark at __.
5. Please __ that word, so I know what it means.

**Down**
1. The middle of the night is __.
2. Let’s discuss a new __.
3. She had a __ on her toe.
4. A mouse is __ than a dog.
5. Pilots know how to __ planes.
A. Have a partner time you as you read the passage.  
Record your scores below.

The village was in a lot of trouble! The land was too dry, and there was no rain to water the crops. Without food and water, the villagers would not be able to live for very long! What would they do to solve the problem? The elders held a meeting to decide how to fix the problem. Finally, after much talk, they all agreed that somebody must leave the village. They knew that it was their only hope for survival. But who would search the land for rain? A young boy named Len was picked for this task. Len was unsure if he could find rain, but he did not want to complain. He knew that the whole village was depending on him. Len and his sister, Minya, set off on their search. What will happen if they can’t find rain?

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>□ too slow</th>
<th>□ too fast</th>
<th>□ just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, and punctuation</td>
<td>□ never</td>
<td>□ sometimes</td>
<td>□ always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>□ skipped words</td>
<td>□ self-corrected</td>
<td>□ read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>□ never</td>
<td>□ sometimes</td>
<td>□ always</td>
</tr>
</tbody>
</table>

At Home: Reread the passage and talk about what you know about survival.
Adding the suffix –ion to a verb changes it to a noun. Example: The verb *invent* becomes the noun *invention*.

**A. Combine each verb and suffix to make a noun.**

Example:

1. **discuss**  
2. **correct**  
3. **collect**  
4. **suggest**  
5. **impress**

<table>
<thead>
<tr>
<th><strong>ion</strong></th>
<th><strong>act</strong></th>
<th><strong>action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>discuss</strong></td>
<td><strong>ion</strong></td>
<td><strong>discussion</strong></td>
</tr>
<tr>
<td><strong>correct</strong></td>
<td><strong>ion</strong></td>
<td><strong>correction</strong></td>
</tr>
<tr>
<td><strong>ion</strong></td>
<td><strong>collect</strong></td>
<td><strong>collection</strong></td>
</tr>
<tr>
<td><strong>ion</strong></td>
<td><strong>suggest</strong></td>
<td><strong>suggestion</strong></td>
</tr>
<tr>
<td><strong>impress</strong></td>
<td><strong>ion</strong></td>
<td><strong>impression</strong></td>
</tr>
</tbody>
</table>

**B. Use the correct word from above to complete each sentence.**

1. We had a long **discussion** about our favorite songs.
2. Do you have a **suggestion** for making the song better?
3. Pablo showed me his **collection** of model trains.
4. He made a **correction** to his essay before the class began.
5. The speech made a big **impression** on the crowd.
A. Vocabulary Words  Check true or false for each statement.

1. Food and shelter are needed for survival.  ✔ true ❌ false

2. If you study nutrition, you will find out how to keep air and water clean.  ❌ true ✔ false

3. When you work hard to reach a goal, you show determination.  ✔ true ❌ false

4. A town that is two decades old is more than 100 years old.  ❌ true ✔ false

5. Villagers are people who have the same job.  ❌ true ✔ false

B. Vocabulary Strategy: Word Parts  Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

1. A __d__ cycle has a single wheel.  a. dent-  (tooth)

2. There was just one __e__ or problem.  b. mem-  (keep in mind)

3. The __a__ ist put a filling in my tooth.  c. port-  (carry)

4. It’s hard to re__b__er the names of all 50 states.  d. uni-  (one)

5. Jerry wants a __c__ able DVD player.  e. min-  (small)
Read “A Trip to Find Rain.” Then fill in the Venn diagram to help you compare and contrast the characters.

**Different**

**Alike**

**LEN**
- feels hopeful
- sees a spirit in the smoke
- is picked by the elders to go on the trip
- are determined

**MINYA**
- stays brave and hopeful
- try to stay cheerful
- work hard
- tells Len not to give up
- goes on the trip to give her brother support

These are sample entries.
Len and Minya’s Journey

Len and Minya were searching the land for rain. After a short discussion, Len came up with a suggestion for where to find it. “I know a plain a few miles away that has been filled with buffalo for decades,” he said. “I hunted there once. We can find out where the buffalo get their water.”

Len and Minya hurried to the location. Sadly, the buffalo were all gone. The land was dry. Len was angry and upset, but Minya was more cheerful than her brother. “It is okay,” she said. “We will find rain somewhere else.” Both Len and Minya were brave and had a lot of determination. They knew the survival of the villagers depended on them. They continued on their journey.

1. Underline the words that have the short i sound.

2. Circle the words with the suffix -ion, -tion or -sion.

3. How are Len and Minya similar?

   They are both brave and have determination.

4. How are Len and Minya different?

   Minya is more cheerful than Len.

5. ___________ means staying alive.

   Nutrition  Survival  Bravery
To help you plan your writing, fill in a Venn diagram.
Read the passage. Then complete the questions.

Washington’s Half-Brother

George Washington was one of the most important people in American history. He was a war hero, and he served as the first president of the United States. But a lot of people may not know that, if it hadn’t been for George’s half-brother, George might never have become so important.

When George was 11 years old, his father died. So George’s half-brother Lawrence became his mentor. Lawrence served as a father figure to George and gave him advice about his future. Lawrence was in the navy, and he got George interested in joining. Thanks to Lawrence, George was on his way to making history.

1. What is the main point that the author is trying to make about George Washington? Underline the sentence that states this point.

2. Put a box around the sentences in which the author tells how George was helped by his half-brother.

3. Is the author’s purpose in this passage to entertain, to inform, or to persuade? How do you know?

The author’s purpose is to inform, because the passage gives facts about George Washington that many people may not know.
A Story About a Story

Lisa stared at the paper. She had to write a short story for homework, but she did not know what to write. By contrast, Lisa’s twin sister Emily had already finished her story.

Both girls were in the same class, but Emily was a better writer. Lisa, on the other hand, was more skilled in math and science.

Emily wrote about her pet cat. Similarly, Lisa wanted to write about something from her life. Lisa thought about this for some time, then she smiled. She came up with the perfect idea. She would write a story about a girl who had to write a story!

1. Underline the following words or phrases that signal comparing or contrasting in the passage:
   - both
   - on the other hand
   - similarly
   - by contrast

2. Put a box around the sentences that contrast the girls’ skills and interests.

3. How are Lisa and Emily alike? How are they different?

   Alike: They are twins, and they are in the same class.

   Different: Emily likes writing, but Lisa likes math and science.
The letter e can have the short e sound, as in wet. It can also have the long e sound, as in be, team, week, key, and theme.

A. Underline the word that best completes each sentence. Write the word on the line.

1. Take a [left] at the [rest] light. [next] [step]
2. I gave a [speech] about the five [best] cars of all time. [speech] [money] [teen]
3. I am trying to [keep] my [blend] money and not [spend] it. [spend] [chest]
4. I had a [dream] that my [honey] team won the big game. [dream] [mean]
5. My [desk is] [beaming] between Penny’s and Jeff’s in math class. [between] [beyond]
6. My [street] is the [next] one on the right, after the [alley]. [street] [peak] [beekeeper]
7. It is not safe to [tell] [clean] speed [speed] when you are in a car or on a bike.
8. Please [hand in] your work. Make sure you [check] it first. [pet] [check] [step]

B. Circle all the words that have the long e sound, as in week. Put a box around all the words that have the short e sound, as in wet.
A. As you read, pay attention to word accuracy and pronunciation.

Kelly’s grandfather had been very ill for several weeks. Kelly and her parents were dismayed to see him in such bad health. Kelly’s dad wanted to hire a nurse to take care of Granddad. Instead, Kelly’s mom stayed with Granddad to help him. She got very tired, but she never complained. “You deserve a reward for working so hard,” Kelly said to her mom. Kelly’s dad shared her feeling. He wanted to give Kelly’s mom a gift.

Kelly’s dad had the perfect idea. He suggested an appealing weekend trip to the Seaside Inn. Kelly helped convince her mom to go on the trip. She reminded her mom that it was also her birthday weekend this coming weekend. Kelly hoped this would give her mom an extra reason to go. Finally, Kelly’s mom agreed to go on the trip.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>seated</th>
<th>shell</th>
<th>recall</th>
<th>spider</th>
<th>trace</th>
</tr>
</thead>
<tbody>
<tr>
<td>relax</td>
<td>turkey</td>
<td>greasy</td>
<td>light</td>
<td>plain</td>
</tr>
<tr>
<td>weeks</td>
<td>perfect</td>
<td>theme</td>
<td>grind</td>
<td>play</td>
</tr>
<tr>
<td>eager</td>
<td>splendid</td>
<td>speck</td>
<td>wrist</td>
<td>snack</td>
</tr>
<tr>
<td>bread</td>
<td>smelly</td>
<td>crest</td>
<td>trick</td>
<td>drag</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
Roots are word parts that cannot stand on their own. Some words have roots that come from Greek or Latin.

A. Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

1. We can ex________ oil from the ground.  
   a. don- (to give)
2. One ______or gave the town money to create a new park.  
   b. therm- (heat)
3. The theater moved to a new ______ation.  
   c. -tract (to take or pull)
4. You can use a ______ometer to find out how warm or cold something is.  
   d. loc- (place)
5. Trains, cars, and planes ______e________ us from place to place.  
   e. -port (to carry or bring)

B. Draw a line to match each boldfaced word with its meaning. The root of each boldfaced word is listed in part A.

- **portable** to find the exact place of
- **thermos** to give to
- **retractable** a container that keeps things hot or cold
- **locate** able to be taken back or pulled back
- **donate** able to be moved or carried
A. Vocabulary Words: Use the correct word from above to complete each sentence.

1. Rachel was **dismayed** that her sister did not come to the party.
2. You **deserve** to do well because you worked hard.
3. Everything on the menu sounded **appealing**.
4. Kerry was surprised that she **actually** finished the race.
5. Dan’s twelfth birthday is a big **occasion**.

B. Vocabulary Strategy: Word Parts  Write the letter of the Greek root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

1. A **d**_computer_ is a computer that is very small.  
   a. **auto**- (self, or directed by itself)
2. The fire fighters got water from the fire **c**_ant_.  
   b. **bio**- (life or living thing)
3. You can use a **e**_scope_ to see things that are far away.  
   c. **hydr**- (water)
4. A **b**_logist_ studies living things.  
   d. **micro**- (small)
5. The light is **a**_matic_. It turns on by itself when you enter the room.  
   e. **tele**- (far)
Read “The Weekend Treat.” Then fill in the Persuasion Chart to help you identify the techniques of persuasion.

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If we had hired a full-time nurse for Granddad, it would have cost much more than the weekend trip.”</td>
<td>faulty reasoning</td>
</tr>
<tr>
<td>Seaside Inn The Ultimate in Charm. Cozy Rooms! Seaside view. Reach the beach in minutes.</td>
<td>loaded words</td>
</tr>
<tr>
<td>“But we won’t ever have to rent a car while we’re here. And we can get to more activities during our short stay.”</td>
<td>faulty reasoning</td>
</tr>
<tr>
<td>“Everyone would stop to watch you and then buy.”</td>
<td>false generalization</td>
</tr>
</tbody>
</table>

These are sample phrases and techniques from the story.
Read the passage. Then complete the questions.

**A Visit to Granddad**

“Hi, Granddad!” Kelly shouted as she hugged him. Granddad was inactive and sick in bed, but he still found it appealing to get a family visit. Talking to Kelly was his favorite activity.

“Did you have fun this weekend?” he asked. Kelly reacted with a smile. “Actually, I did! We went to the Seaside Inn. It was a great occasion at a splendid location. When you get better, you should go, too! After all, everyone else has gone there.”

“I don’t like the beach very much,” said Granddad, dismayed. “But maybe we can go to the music festival at the local theater next month. The music will make us feel like we’ve been away! And since we don’t have to spend much time traveling, we’ll feel twice as rested!”

1. Underline words that have the short e sound.

2. Circle the words that contain the Latin root *loc*, meaning “place.”

3. What techniques of persuasion does Kelly use in the second paragraph? **loaded words, false generalizations**

4. What technique of persuasion does Granddad use in the last paragraph? **faulty reasoning**

5. The word ________ means “interesting” or “attractive.” **appealing**

---

**At Home:** Reread the passage to a friend and talk about things you have been persuaded to do.
To help you plan your writing, fill in a Venn diagram.
Name ____________________________________________

The letter o can have the short o sound, as in hop, or the long o sound, as in home.

A. Underline the words below with the short o sound, as in hop.
   - program
   - flocked
   - logo
   - stones
   - following
   - notes
   - proper
   - sloppy
   - undergoes
   - toast

B. Circle each word from Part A in the puzzle at right. Look for the letter o to help you.

C. Use the correct word from Part A to complete each sentence.
   1. My room is so ___________ that I can’t find anything in it!
   2. That ___________ was the best one on TV last year.
   3. The birds ___________ to the elm tree.
   4. That store has a great ___________ on their Web site.

On the numbered spaces below, write the boxed letters from the numbered sentences above to find the answer to the question.

What insects were taken into space in 1999?

   bugs
   ______       ______       ______
   1 3 2 4
A. Have a partner time you as you read the passage.
Record your scores below.

Hector felt bad for his friend Anton. Anton was about to move to a new city with his family. Hector knew that Anton would feel lonely and sad without his friends nearby. Hector wished he could help Anton somehow. What could he do for him?

For starters, Hector could help Anton pack. While he helped Anton pack, Hector found a chest made of wood. They learned that it belonged to Anton’s father when he was a kid. It stored a collection of gifts from his friends. Hector got a fine idea for how to help Anton feel like his friends were still with him.

Hector asked Anton’s friends to his house, and they put many things in a box to remind Anton of them. Wherever Anton went, he would have his memories with him.

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>periods, commas, end</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
The prefixes *il-, im-, in-*, and *ir-* are used to give some words the opposite meanings. For example, *capable* becomes *incapable*.

**A. Fill in the missing parts to make the bold-faced word.**

1. When Jethro wrote too quickly, his writing became **illegible**.
   
   $\text{il} + \underline{\text{legible}} = \underline{\text{illegible}}$

2. The colonists wanted their **independence** from British rule.
   
   $\underline{\text{in}} + \text{dependence} = \underline{\text{independence}}$

3. The schedule was not standard. It was **irregular**.
   
   $\underline{\text{ir}} + \underline{\text{regular}} = \underline{\text{irregular}}$

4. Nobody can really be **invisible**.
   
   $\underline{\text{in}} + \underline{\text{visible}} = \underline{\text{invisible}}$

5. My shirt was **imperfect**. The sleeve lengths were different.
   
   $\underline{\text{im}} + \underline{\text{perfect}} = \underline{\text{imperfect}}$

**B. Write two sentences about a holiday. Use the word **impossible** in one sentence. Use the word **informal** in the other.**

1. ________________________________________________________________

   ________________________________________________________________

2. ________________________________________________________________

   ________________________________________________________________
A. Vocabulary Words  Use the correct word from above to complete each sentence.

Mrs. McDougal and her family collect stamps. She is able to

1. ______ recall ______ how she started her 2. ______ collection ______. She says that the tiny pictures with sticky backs were 3. ______ irresistible ______ and that they can be worth more than their face value. Some of her favorite 4. ______ memories ______ are of receiving new stamps as gifts. She also has old stamps on which the writing is 5. ______ illegible ______. Mrs. McDougal knows that she is 6. ______ incapable ______ of collecting every kind of stamp, but she still tries!

B. Vocabulary Strategy: Thesaurus/Dictionary  Use this dictionary entry to answer the questions below.

1. What are the antonyms for groggy?
   Can you think of more?

   ______ lively, energetic; active, bubbly ______

2. What part of speech is groggy?

   ______ adjective ______

3. Use the word groggy and one of its antonyms in a sentence.

   ____________________________
Read “A Collection of Thoughts.” Fill in the Judgment Chart to help you make judgments about characters’ actions.

<table>
<thead>
<tr>
<th>Action</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anton worries about whether he will like his new town and school.</td>
<td>Anton is like most people who find it difficult to move away from friends and familiar places.</td>
</tr>
<tr>
<td>Hector comes up with a plan to collect gifts for Anton.</td>
<td>Hector is a thoughtful friend. He wants to help Anton feel better.</td>
</tr>
<tr>
<td>Anton’s friends collect gifts so he can remember them.</td>
<td>Anton’s friends are nice people who care about Anton.</td>
</tr>
<tr>
<td>Anton looks through the box of gifts and does not feel as lonely.</td>
<td>The gifts were chosen carefully, because they are serving their purpose of helping Anton feel close to his friends.</td>
</tr>
</tbody>
</table>

These are sample actions from the story and judgments.
Anton’s Surprise

Anton had just arrived at his new house in a new city. He already felt lonely, insecure, and sad. He was not happy like his parents. Anton felt incapable of enjoying life here. He wanted to go back home with his friends. The thought was irresistible.

Then Anton noticed an irregularly shaped bin that he had never seen before. The label on it was illegible. Anton opened the bin and was surprised by what he saw. It was a collection of gifts from his friends! The books, toys, and poems gave Anton many memories from home.

Anton smiled. He was glad that his friends were so kind to him. He hoped it wouldn’t be impossible to enjoy life in a new city, as he first felt it would be.

1. Underline words that have the long o sound.

2. Circle the words that have the prefix il-, im-, in- or ir-.

3. What judgment can you make about Anton from the information in the first paragraph?

   He feels things deeply and finds it hard to adjust.

4. What judgment can you make about Anton’s friends?

   They are caring friends who want to help Anton.

5. Something that cannot be read is __________.

   illegible irresistible incapable
To help you with your writing, fill in a comparison chart.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
The letters oo in book make the same sound as the letters ou in could. The letters oo in boot make the same sound as the letters ue in blue and ew in drew.

A. Underline the words that have the same vowel sound as in book or could. Circle the words that have the same vowel sound as in boot, blue, and drew.

mistook  understood  foolish  tollbooth  flew
look  cook  loose  glue  would

B. Read the clues. Then use the words from Part A to complete the puzzle.

Across
1. A bird ___ through the sky.
2. I ___ today’s lesson
3. The car stopped at a __.
4. Ken ___ the robin for a sparrow.

Down
1. Are jokers always ___?
2. ___ you bring me some water?
3. I used ___ to fix the broken mug.
4. The ring is so ___ that it might fall off.
5. ___ both ways when you cross the street.
6. The ___ at that diner makes great meals!
A. Use this passage to perform a choral reading or Readers Theater.

Candace Cable to Speak

4 We are happy to announce that Candace Cable will be
14 speaking at Wood Park High School this Friday. Friends and
24 family are invited, as well as students from area schools. All may
36 attend the speech free of charge.

42 Candace Cable is a very good athlete who has won many
53 awards and medals as a result of her athletic talents. At age 21,
66 she was badly injured in a car accident that took away the use
79 of her legs. But she did not let this hardship ruin her mood. Her
93 hard work and determination stood out, and Candace soon played
103 sports again. She learned to swim, took part in wheelchair races,
114 and skied on special skis, too. Candace has written several books
125 about her life. Candace Cable has overcome so much, and she
136 has become a true example for everyone. We hope you will enjoy
148 listening to her on Friday. 153

B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. Whoosh!/ The good goose zooms/ over the brook.//

2. The gold toad/ does not know/ how to get home.//

3. I agree,/ we must rest/ unless they see/ the pretty sea.//

4. Could a lion/ try to fight/ a big tiger/ with a stick?//

5. Wait!/ Is that/ the last gray snail/ on the table?//
Some vowel sounds are controlled by the letter *r*, as in *for* or *car*.

A. On the lines, write the word from each pair that has a vowel controlled by the letter *r*. Then circle the *r*-controlled vowels.

Example:

<table>
<thead>
<tr>
<th>person</th>
<th>driveway</th>
<th></th>
<th></th>
<th>person</th>
</tr>
</thead>
<tbody>
<tr>
<td>ravel</td>
<td>ordinary</td>
<td></td>
<td></td>
<td>ordinary</td>
</tr>
<tr>
<td>horrible</td>
<td>reach</td>
<td></td>
<td></td>
<td>horrible</td>
</tr>
<tr>
<td>recall</td>
<td>garden</td>
<td></td>
<td></td>
<td>garden</td>
</tr>
<tr>
<td>rudely</td>
<td>current</td>
<td></td>
<td></td>
<td>current</td>
</tr>
<tr>
<td>clerk</td>
<td>recent</td>
<td></td>
<td></td>
<td>clerk</td>
</tr>
</tbody>
</table>

B. Break each word into syllables. Then circle any *r*-controlled vowels.

Example:

<table>
<thead>
<tr>
<th>forward</th>
<th>forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>disturbing</td>
<td>dis/turb/ing</td>
</tr>
<tr>
<td>thirteen</td>
<td>thir/teen</td>
</tr>
<tr>
<td>working</td>
<td>work/ing</td>
</tr>
<tr>
<td>important</td>
<td>im/por/tant</td>
</tr>
<tr>
<td>artery</td>
<td>ar/ter/y</td>
</tr>
</tbody>
</table>
A. Vocabulary Words  Check true or false for each statement.

1. A rookie has a lot to learn.  ✓true  ❌false
2. A burden is easy to carry.  ❌true  ✓false
3. It feels good to be injured.  ❌true  ✓false
4. An athlete who tries hard sets a fine example.  ✓true  ❌false
5. A wheelchair is used by someone who cannot walk.  ✓true  ❌false

B. Vocabulary Strategy: Context Clues  Underline the context clues that help you figure out the meanings of the bold-faced words.

Dana joined the checkers team at school. She was a beginner just like my Grandma was with the computer. Brock was the best player on the team. Dana tried to flatter Brock by telling him that he was smart and cool. Then Brock teased Dana about her checkers game and she got mad. They called each other names. Then they got into an argument in which they disagreed about who said what. Dana said she never wanted to talk to Brock again. The next day, Dana told Brock she was sorry. Brock told Dana that he didn’t mean to tease her either. Brock said he was so disturbed by the fight that he did not sleep the night before. Dana and Brock became good friends.

Fill in the sentences below with the correct bold-faced word from Part B.

1. You have to learn the basics when you are a ____beginner____.
2. The ____argument____ upset both of us.
3. It is nice to ____flatter____ someone with compliments.
4. Wendy was ____disturbed____ by the mean things they had said.
Read “Candace Cable Zooms Forward.” Fill in the Summary Chart to help you summarize the selection.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candace Cable</td>
<td>Candace learned to swim without using her legs.</td>
<td>Candace now writes books and articles, and she gives speeches about her life. She also teaches and helps those in wheelchairs to play sports.</td>
</tr>
<tr>
<td>was a great athlete. She played many sports.</td>
<td>Candace's coach suggested that she race in her wheelchair. After winning races, Candace decided to help others. She also learned to ski with a special set of skis that has a seat.</td>
<td></td>
</tr>
<tr>
<td>when she was 21, she was in a car accident that left her unable to walk. This made Candace angry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

Candace Cable was a great athlete who was left unable to walk after a car accident. Through hard work and determination, she overcame this problem and learned to play sports again. Her story has set an example for many people.

These are sample entries.
Read the passage. Then complete the questions.

Candace Cable Plays Again

In 1975, Candace Cable injured her spine in a horrible car accident. This took away the use of her legs. It was not easy for Candace to recover from this disaster. She did not like using a wheelchair and this put her in an angry mood.

Soon, Candace shook off her anger. She looked for a way to play sports again, because she did not want her wheelchair to be a burden and hold her back. She learned how to play sports without using her legs by making her arms more powerful.

In 1979, she took part in a swim meet in New York. This meet confirmed that Candace could still compete and have fun, too. Her hard work set a good example for many people.

1. Underline words in the passage that have the same vowel sound as in book and would.

2. Circle each word that has two syllables and an r-controlled vowel.

3. Summarize the first paragraph in one sentence.

   **Candace lost the use of her legs in a car crash.**

4. Summarize the second paragraph in one sentence.

   **Candace found ways to play sports without using her legs.**

5. A ________ is something that is hard to deal with or carry.

   spine  sport  burden
To help you plan your writing, fill in a before/after chart.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the passage. Then complete the questions.

Drew’s Plan

Drew asked his parents for money to buy a new bike. “I have earned fantastic grades,” said Drew. “And with a bike, I can get home from soccer practice easily. That way, I’ll have even more time to study.”

“I have an idea,” said Drew’s mother. “If you earn the money yourself, you can buy the bike. Then you will feel good that you did it all on your own.” Drew liked the idea.

Drew was good at art, so he set up a table on the sidewalk. He drew pictures for people for a small fee. To bring in customers, he made a sign that said, “Drew’s Dazzling Drawings!”

1. How does Drew persuade people to buy his drawings? Underline the sentence that describes how Drew does this.

2. In which paragraph is Drew persuaded to earn the money for a bicycle? Put a box around the paragraph.

3. What techniques of persuasion does Drew use to try to convince his parents to buy him a bike?

loaded words, faulty reasoning

Comprehension: Persuasion Review
Read the passage. Then complete the questions.

A Hobby for Jackie

“I’m bored,” Jackie said one day. “I never have anything to do.”

Her mother looked concerned. “You need a hobby,” Jackie’s mother said. “How about painting?”

Jackie yawned. But her mother would not give up. “Why don’t you start a collection?”

Jackie rolled her eyes at this idea. But her mother continued. “It can be fun. Look, I have a few coins left over from my trip to Brazil last month.” She put the coins on the table. “You could collect coins from different countries.”

Jackie picked up a coin. She looked closely at both sides. Then she smiled at her mother. “Thank you,” Jackie said. “It’s a great idea. Where can I get more coins?”

1. Underline the text clues that help you make the judgment that Jackie is uninterested in most things.

2. Put a box around the text clues that help you make the judgment that Jackie’s mother is caring and wants to help Jackie.

3. What judgment can you make about Jackie at the end of the story?

Jackie can be open to new ideas but needs to be persuaded to consider them.
Lance Armstrong’s Fight

Lance Armstrong is a talented cyclist who has won many races and awards. In each of the seven years from 1999 to 2005, he won the Tour de France, the most famous bike race in the world. He has also been named “Athlete of the Year” many times.

Lance Armstrong had many of his greatest successes after overcoming a fight with a deadly disease. In 1996, doctors told Lance that he had cancer. They were not sure if Lance would live through it, and they doubted he would ever race again. Lance proved them wrong. He battled his illness and came back stronger than ever.

1. What sentence best summarizes the first paragraph? Underline this sentence.

2. What sentence best summarizes the second paragraph? Put a box around this sentence.

3. How could you summarize the whole passage in one sentence?

Lance Armstrong overcame a fight with cancer to win many races and awards.
**Practice**

Decoding/Structural Analysis: Cumulative Review

---

**A.** Underline any prefixes and suffixes in the words below.

- operation
- marker
- mistreatment
- relation
- impossible
- activity
- reaction
- unfairly
- understand
- discussion

**B.** Circle each word from Part A in the puzzle.

**C.** Use the correct words from Part A to complete each sentence.

1. You should never treat anyone **unfairly**.
2. The crowd had a strong **reaction** to the speech.
3. Jonah wanted to do a specific **activity** tonight.
4. Did my brother write with a **marker**?

Use the boxed letters from 1-4 above to write a secret message!

Do **n’t** **y**awn! The **d**ay **h**as **jus**t **begun**!
The schwa is a vowel sound that can be heard in the unstressed syllables of such words as cable, label, sister, actor, cedar, cotton, shaken, and human.

A. Draw a line under the word that best completes each sentence. Write the word on the line.

1. Mrs. Lopez likes to ________ on the highway rather than on side streets.
   travel, ravel, novel

2. Tracy has always been kind and ________.
   mistrust, model, gentle

3. Ian called home and his ________ picked up the phone.
   order, father, faulty

4. Jason made only one ________ on the whole math test.
   error, reason, bitten

5. Winter is the coldest ________ of the year.
   picking, season, counter

6. Did you ________ to find my hat in your house?
   sunken, happen, fallen

7. My father knew that ________ when she was a little girl.
   tunnel, pretty, woman

8. Look carefully because I know it is ________ in this room.
   hosting, handle, hidden

B. Go back and circle the unstressed syllables with schwa sounds in the answer choices above.
A. As you read, pay attention to pauses and intonation.

When China first grew into an empire many centuries ago, it faced many dangers. China was under frequent attack from nomads. The nomads would destroy crops and frighten traders. People were afraid to travel through China because of the nomads. This meant that it was hard for China to get food and supplies from other places. The people were in serious trouble. Their survival was in question!

The Emperor knew he needed to save China by preventing the nomads from attacking. How did the Emperor help his people? He acted on the big idea of building a huge wall around his empire. The purpose of the wall was to keep nomads out of China. He thought that the hard work would be worth it. It would be called the Great Wall of China.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>wonder</th>
<th>travel</th>
<th>label</th>
<th>shoot</th>
<th>lock</th>
</tr>
</thead>
<tbody>
<tr>
<td>human</td>
<td>open</td>
<td>apron</td>
<td>woods</td>
<td>zone</td>
</tr>
<tr>
<td>fallen</td>
<td>sailor</td>
<td>little</td>
<td>blue</td>
<td>roast</td>
</tr>
<tr>
<td>suffer</td>
<td>beacon</td>
<td>butter</td>
<td>would</td>
<td>cobra</td>
</tr>
<tr>
<td>riddle</td>
<td>dollar</td>
<td>actor</td>
<td>few</td>
<td>robot</td>
</tr>
</tbody>
</table>

Record Your Scores
Time 1: _____ Time 2: _____ Time 3: _____
Adding the suffixes –ant or –ent to a verb can change it to a noun or an adjective. For example, the word assist becomes assistant. The word differ becomes different.

A. Fill in the missing parts to make the bold-faced word.

1. The cleaning bottle was full of disinfectant.
   disinfect + ant = disinfectant

2. Once upon a time, the old king had a servant.
   serve + e + ant = servant

3. The cat was hesitant to come down from the tree.
   hesitate + ate + ant = hesitant

4. Tim is a very good student.
   study + y + ent = student

5. Any resident of the town can use the town’s swimming pool.
   reside + e + ent = resident

B. Write two sentences about a construction project. Use the word different in one sentence. Use the word inhabitant in the other.

1. ____________________________________________________________________________
   ____________________________________________________________________________

2. ____________________________________________________________________________
   ____________________________________________________________________________
A. Vocabulary Words Circle the word or phrase in the group that does not belong with the bold-faced word.

1. constructed broken created made
2. frequent often regular never
3. centuries years places units of time
4. defensive keep safe trust protect
5. commanded followed ordered told

   a. to help people who are sick   b. to take people from place to place

B. Vocabulary Strategy: Word Parts Write the letter of the Greek root on the right that correctly completes each bold-faced word on the left. The meaning of each root is provided.

1. Alma can c ic the sounds that some birds make.  
   a. astr- (stars)
2. A e ologist studies animals.  
   b. thea- (to see or look at)
3. Norm d ized Mark for being late so many times.  
   c. mim- (to repeat or copy)
4. People in the field of a onomy study objects in outer space.  
   d. crit- (to judge)
5. Wendy went to the b ter to watch a play.  
   e. zo- (animal)
As you read “The Great Wall of China,” record important information and generalizations in the Generalizations Chart.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Great Wall was built on the crests of hills and mountains in the Chinese countryside. It stretches as far as the eye can see.</td>
<td>The Great Wall is so big that some people claim it can be seen from the moon.</td>
</tr>
<tr>
<td>More than 2,000 years ago, China was actually a number of small kingdoms. King Zheng took over many of them.</td>
<td>The small kingdoms were always fighting one another.</td>
</tr>
<tr>
<td>The Great Wall was built by many thousands of people who worked long hours every day with no rest or meals.</td>
<td>Many people died because of harsh working conditions.</td>
</tr>
<tr>
<td>The Great Wall fended off China’s enemies. It is a symbol of the skillful Chinese people. The Chinese government has set up projects to restore it.</td>
<td>The Great Wall has always been an important part of Chinese culture.</td>
</tr>
</tbody>
</table>

These are samples of information from the selection.
Read the passage. Then complete the questions.

The Workers Who Built the Wall

Many of the tourists who visit the Great Wall of China may not suspect how much hard work was needed to construct the wall. The Emperor commanded thousands of people to build a defensive wall that would be resistant to attackers. These workers were forced to work long hours every day, without rest or enough food. It was common for workers to die because of these harsh conditions.

Though the workers suffered, their persistent labor produced an amazing structure. The Great Wall served its purpose for many years, defending China from invaders. Today, the Great Wall is seen as an important emblem of the strength, hard work, and skill of the Chinese people.

1. Underline multi-syllable words that have the schwa sound made by one of these endings: -er, -or, -ar, -en, -on, -an, -le, -al, or -el.

2. Circle the words with the suffix –ant or –ent.

3. What generalization does the passage make about the tourists who visit the Great Wall of China?

Many of them may not suspect how much work was needed to construct the wall.

4. Is the last sentence a generalization that is valid, or true? Explain.

It is probably true. It would be difficult to argue against it.

5. _________ means put together.
commanded constructed power
To help you plan your writing, fill in a sequence chart.

[Sequence chart image]
The diphthongs *ow* and *ou* make the same sound. Examples are the vowels sounds in *brown* and *proud*.

**A. Underline the letters *ow* or *ou* wherever they make the same sound as in *brown* and *proud*.

- sprouting
- township
- growing
- pound
- proud
- brownie
- snowplow

**B. In the puzzle, circle each word that has the same sound as in *brown* and *proud*. Look for the *ow* and *ou* spellings to help you.

**C. Use the correct words from part A to complete each sentence.**

1. Hey! Who ate the last *brown* **i** e?
2. The plants were *sprouting* **i** g outside already.
3. Jess was *proud* **i** of her little sister’s achievements.
4. That dog is big, but it is still *growing* **i** g.

To answer the riddle, write the boxed letter from each of the numbered lines above in the correct spaces.

In which place in the world can you find the most stories?

the **i** **b** **r** a **r** y

2 1 4 3
A. Have a partner time you as you read the passage.
Record your scores below.

The jazz band brought down the house at the Bebop Theater.
The audience clapped loudly, almost drowning out the music.
Rowan bounced as he played a saxophone solo. “Play it, Rowan!”
said Stan, on the drums. Marty tapped his feet as he played the clarinet. It was a great show. The crowd let out an audible “Yeah!”

After the show, though, the band got some bad news. “Your contract is about to run out,” said Mr. Powers, their manager. “You must sell out the theater to get a new one.” The guys were worried. They had never sold out a theater before and they had been playing together for many years. “Our next show will have to be the best,” Stan said. “Can we do it?” Each member nodded in agreement.

They believed they could!

Record Your Scores

First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

B. Partners Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>__ too slow</th>
<th>__ too fast</th>
<th>__ just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, and end punctuation</td>
<td>__ never</td>
<td>__ sometimes</td>
<td>__ always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>__ skipped words</td>
<td>__ self-corrected</td>
<td>__ read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>__ never</td>
<td>__ sometimes</td>
<td>__ always</td>
</tr>
</tbody>
</table>
Roots are word parts that form the basis of words. They usually cannot stand on their own. Some words have roots that come from the Greek or Latin languages.

A. Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown.

1. Sam ____bled some notes on a sheet of paper.  
   a. astr- or aster-  
      (Greek: star)

2. The fastest runner crossed the ____ish line.  
   b. vis-  
      (Latin: see)

3. Jamaal went to ____it his uncle.  
   c. scrib-  
      (Latin: write)

4. The park bench was cemented into place, which made it ____ile.  
   d. fin-  
      (Latin: end)

5. If you study ____onomy, you will learn about space and the stars.  
   e. mob- or mot-  
      (Latin: move)

B. Draw a line to match each boldfaced word with its meaning. The root of each boldfaced word is listed in part A.

1. inscribe  
   able to be seen

2. final  
   movement

3. asterisk  
   to write on something or in something

4. visible  
   last

5. motion  
   a printed mark that is shaped like a star
A. Vocabulary Words Use the correct word from above to complete each sentence.

1. After eating a big meal, I often feel tired and ________drowsy______.

2. The door closed __________automatically________ behind them.

3. Dad was being __________serious________, so we knew the topic was important.

4. Gordon spoke so softly that he was hardly __________audible________.

5. Loren __________bellowed________ when he slammed his finger in the door.

B. Vocabulary Strategy: Thesaurus Use this thesaurus entry to answer the questions that follow.

1. Which synonym for stranger might you use to describe someone who comes to your classroom and gives a talk about careers? Explain your answer.

   __________visitor__________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

2. Which synonym for stranger might you use to describe someone who moves to a new city or country? Explain your answer.

   __________newcomer__________

   ___________________________________________________________________
After reading “A Tough Act To Follow,” fill in the Sequence Chart to help you identify the sequence of events.

**Event**

Omar’s dad plays in a jazz band at the Bebop Theater. Omar works as their assistant.

The band’s manager tells them they have to pack the theater with fans for their next show to get a new contract. The band works hard to get ready for the show, and the players get tired. They all go home to sleep.

Omar sees the instruments come to life. The instruments play the show by themselves in front of a huge crowd. Mr. Powers wants to buy the instruments.

Omar sells the instruments to Mr. Powers. The instruments travel to different shows with Mr. Powers.

Sample answers are provided.
Read the passage. Then complete the questions.

The Instruments Return

Omar was the owner of the Bebop Theater. One night, he was working late in his office. At midnight, Omar was surprised by a barely audible screech that drifted through his closed door. “Who’s there?” Omar bellowed. Then he ran out to the auditorium.

“It’s us, Omar,” came a shout. A clarinet was talking! Next to the clarinet Omar found a trumpet, a clarinet, and a drum set. They all grinned at Omar.

“I know you, fellows!” said Omar. He never forgot the sharp instruments that played by themselves.

“Omar, we’re tired of traveling. We want to play all our shows at the Bebop Theater,” the clarinet said.

“Okay, I’ll sign you to a contract,” Omar said. “Now let’s get serious and play some jazz.” The instruments began to jam. After they finished their first tune, Omar clapped and cheered.

1. Underline words with the ow sound, as in brownie or proud.

2. Circle the words in the passage that include the Latin root word aud, which means “to hear.”

3. What happens right after Omar asks, “Who’s there?”

   He runs out to the auditorium.

4. What is the last thing that happens in the passage?

   Omar claps and cheers.

5. Something that is _serious_ can be heard. Something that is _forgotten_ can be heard. Something that is _audible_ can be heard.
To help you plan your writing, fill in a sequence chart.
Read the passage. Then complete the questions.

The Taj Mahal

The Taj Mahal is a striking domed temple located in Agra, India. Constructed more than three centuries ago, it is one of the man-made wonders of the world. Every year, between 2 million and 4 million tourists visit the Taj Mahal. **Most of them are amazed by what they see**.

The Taj Mahal is made of bright white marble and is decorated with gardens and detailed artwork. More than 20,000 workers were needed to build it, along with a thousand elephants to carry supplies.

A Mughal emperor commanded that the Taj Mahal be built as a tomb for his wife. He wanted its beauty to outshine that of any other building in the world. It is hard to say whether the emperor got his wish. But almost every person agrees that a place like the Taj Mahal will never be built again.

1. Underline the words *every*, *most*, and *never* that signal generalizations in the passage.
2. Put a box around the sentence that is a generalization identifying how tourists feel about the Taj Mahal.
3. Why might people think that a place like the Taj Mahal will never be built again?

**The Taj Mahal was created by a person in the past and for a specific purpose. It is unlikely that a place needing so many workers and supplies would be created for that purpose today.**
Read the passage. Then complete the questions.

The Jazz Lesson

Becky frowned as she played the jazz song on the piano. “It doesn’t sound right,” she said after she finished.

Then her teacher knew it was time for some advice. “You’re doing fine. But remember, jazz isn’t just about playing the notes on the page. True jazz comes from your heart and soul.”

Becky thought about this advice. Later, she went home and listened to jazz music on the radio for hours. At her next lesson, Becky played the song better than ever!

1. Underline the words next, then, and later that signal sequence in the passage.

2. What is the last event that happens in the story? Put a box around the sentence that tells about it.

3. What happens right after Becky complains about her playing?

   Her teacher gives her advice about how to play jazz.
Digraphs are two consonants working together to make one sound. Examples include *th*, *sh*, *wh*, and *ph*, as in *that*, *fish*, *whisper*, and *graph*.

A. Draw a line under the word that best completes each sentence. Write the word on the line.

1. Shirley wore a ______ white ______ dress to the school dance.  
   what white whines

2. The ______ elephant ______ was the biggest animal at the zoo.  
   elephant goldfish theater

3. Theo arrived just as the ______ shopkeeper ______ was locking the store.  
   share wish shopkeeper

4. Paul ______ shaped ______ his clay and formed a vase.  
   shaped shades sheriff

5. I always bring a ______ thermos ______ filled with water to soccer practice.  
   think tank thermos

6. Sasha ______ whistled ______ a happy tune.  
   shined whistled wiped

7. The ______ graph ______ showed how prices rose over time.  
   graph path shack

8. Beth found an ______ eggshell ______ in the cake batter, so she took it out.  
   gather booth eggshell

B. Go back and circle the digraphs *th*, *sh*, *wh*, and *ph* in the words above.
A. As you read, pay attention to pronunciation.

Written language was created about 5,000 years ago. Before that, people told stories and shared spoken messages. However, this system had a few problems. When people communicated only by talking, it was difficult to remember long messages. Sometimes messages could be incorrect. People needed a better way to send and save messages. When people began writing, they could describe things in a more vivid way. Messages could also be saved or sent again.

People in different places produced different kinds of writing. Sumerians used a system of lines written on clay tablets. Egyptians carved pictures in stone that stood for sounds and ideas. The pictures were then placed into groups to tell stories. The Chinese drew symbols with brushes and ink. These are called characters. Each character stood for a syllable. Every type of writing was different, but they all helped people communicate.

B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!

<table>
<thead>
<tr>
<th>phone</th>
<th>which</th>
<th>than</th>
<th>downsize</th>
<th>server</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabet</td>
<td>graph</td>
<td>phase</td>
<td>gown</td>
<td>apron</td>
</tr>
<tr>
<td>thousand</td>
<td>things</td>
<td>without</td>
<td>house</td>
<td>little</td>
</tr>
<tr>
<td>share</td>
<td>fresh</td>
<td>shell</td>
<td>frowning</td>
<td>vessel</td>
</tr>
<tr>
<td>when</td>
<td>anywhere</td>
<td>wheat</td>
<td>mouth</td>
<td>seven</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____
The suffixes -ous, -eous, and -ious are added to words so that they can be used to describe something. Examples are nervous, outrageous, and cautious.

**A. Fill in the missing parts to make the word in bold.**

1. It is **dangerous** to ride a bike without a helmet.
   
   danger + _____ ous _____ = dangerous

2. Don’t eat that berry! It is **poisonous**.
   
   poison + _____ ous _____ = poisonous

3. The firefighters were **courageous**.
   
   courage + _____ ous _____ = courageous

4. She loved to read **various** types of books.
   
   vary _____ - _____ y _____ + _____ ious _____ = _____ various

5. Lance became **famous** when he saved a boy’s life.
   
   fame _____ - _____ e _____ + _____ ous _____ = _____ famous

**B. Write two sentences about ancient forms of writing. Use the word mysterious in one sentence. Use the word advantageous in the other.**

1. _____________________________________________________________
   _____________________________________________________________

   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________

   _____________________________________________________________
A. Vocabulary Words Check true or false for each statement.

1. Something that is vivid is dim and hard to see. [ ] true [x] false

2. If you had lived thousands of years ago, you might have written on tablets. [x] true [ ] false

3. Loud sounds can be produced by thunderstorms. [x] true [ ] false

4. You should be cautious when you cross a street. [x] true [ ] false

5. Before written language was created, nothing was communicated. [ ] true [x] false

B. Vocabulary Strategy: Word Parts Each bold-faced word in the sentence on the left is divided into two word parts. The meanings of the word parts are provided on the right. Write the letter of the meanings on the right that matches the bold-faced word on the left.

1. The plant was vigorous. It grew very tall and strong! __b__
   a. half + ball (Greek)
   b. liveliness, strength + has the quality of (Latin)
   c. fierceness + has the quality of (Latin)
   d. three + story (Greek)

2. Pam had already finished the first two parts of the trilogy. She couldn’t wait to read the last. __d__

3. Jordan knew that a globe always shows both the eastern and western hemispheres. __a__

4. The lion is often described as ferocious. __c__
Read “Writing from Drawings to Alphabets.” Fill in the Problem and Solution Chart to help you understand the problem and solution.

<table>
<thead>
<tr>
<th><strong>Problem</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>People could communicate by talking and telling stories, but they could not always remember exactly what was said.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attempt</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumerians, Egyptians, Mayans, and Chinese create written language systems. These systems use marks, pictures, and characters.</td>
<td>People are able to record messages and stories using written language systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attempt</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoenicians produce the first alphabet, or standard set of letters.</td>
<td>Written communication becomes easier, because the alphabet uses fewer symbols than earlier systems of writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Solution</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written language systems using alphabets make it easy to save and share information, stories, and messages.</td>
</tr>
</tbody>
</table>
Read the passage. Then complete the questions.

**Dropping a Line**

When the first systems of writing were produced, the people who used them communicated rather slowly. Clay tablets on which writing had been carved could take days to deliver. The first mail on paper did not travel much more quickly. But today, we can send vivid messages anywhere in the world, sometimes in just seconds. We can do this using the **marvelous** system of email. When we send an email, we send words or pictures from one computer or phone to another.

Suppose you send an email to a friend. The email travels over phone lines, cables, or radio waves to an electronic mail server. That server makes sure the email is delivered to your friend’s email address. When your friend opens his or her mailbox, he or she should find the email waiting there. If your friend uses email as often as most people do, he or she will probably have **numerous** other emails waiting there as well.

1. Underline words with the digraphs *th*, *sh*, *ph*, or *wh*.

2. Circle the words with the suffix *-ous*.

3. What problem does email solve?

   **It allows people to send messages very quickly.**

4. What makes sure the email goes to the right place?

   **an electronic mail server**

5. ______ means created or made.

   *communicated*  *produced*  *vivid*
To help you plan your writing, fill in a sequence chart.

[Blank sequence chart]

© Macmillan/McGraw-Hill
Each vowel can make more than one sound. Examples of e vowel sounds include *pet* and *me*; o vowel sounds include *got* and *goat*.

A. In the words below, underline the letter or letters that make a short vowel sound. Put a box around the letter or letters that make a long vowel sound.

- hungry
- treated
- shady
- highway
- eat
- insect
- cube
- hope
- sight
- right

B. Read the clues. Then use the words to complete the sentences.

**Across**

1. My dog is always __.
2. Jed got glasses after the doctor checked his __.
3. If I don’t __ breakfast I won’t feel well.
4. It was __ under the tree.
5. My drink was warm so I put an ice __ in it.

**Down**

1. Mom drives on the __.
2. The __ buzzed around the room.
3. He gave the __ answers to the questions.
4. I __ my cat like she was one of the family.
5. We all __ Uncle Ned will get better soon.
A. Have a partner time you as you read the passage. 
Record your scores below.

The printing process has come a long way over the years. Today, millions of books, newspapers, and other manuscripts can be printed every day around the world. It was not always this easy, though. Printing used to be a slow and difficult process. It often took people many days to complete just one manuscript.

In ancient Egypt, for example, people wrote on paper made from the stems of the papyrus plant. This method of writing was very slow. The paper itself took a long time to make. Once the paper was made, the text was printed by hand. Then each copy also had to be made by hand. As a result, printed books were rare and cost too much money for most people to buy. Because books were so rare, many people did not know how to read!

Record Your Scores
First Read: Words Read _____  Time _____
Second Read: Words Read _____  Time _____

B. Partners  Use this chart to check your partner’s reading.

<table>
<thead>
<tr>
<th>Speed</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>periods, commas,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>end punctuation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipped words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>self-corrected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read every word</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read with feeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>never</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>always</td>
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</table>

At Home: Reread the passage and talk about something you learned about the printing process.
When you come across a long word you do not understand, break the word into syllables. Then look for prefixes and suffixes that can help you figure out the meaning of the word.

A. Write each word. Circle each prefix and underline each suffix. Then say the word and count the number of syllables.

Example: unbeatable  

1. untruthful  
2. incorrectly  
3. returnable  
4. mispronounced  
5. replacement  

B. Use the correct word from above to complete each sentence.

1. When Nya got sick, Ruth was chosen to be her replacement in the school play.
2. It is not a good idea to make untruthful statements.
3. Ted mispronounced the last word in the sentence.
4. Maria answered one question incorrectly.
5. The glass bottles were returnable so we took them back to the store.
A. Vocabulary Words Circle the word in the group that does not belong with the bold-faced word.

1. authors writers **actors** poets
2. manuscripts books texts **tape**
3. descriptions **tasks** explanations reports
4. papyrus paper plant **animal**
5. information ideas **nonsense** facts

6. Which can be rotated more easily? Explain on the lines below.
   a. a slide
   b. a merry-go-round

B. Vocabulary Strategy: Word Parts Read each sentence and look at the bold-faced word. Find the Latin root of this word on the right. Draw a line from the sentence to the root of the bold-faced word.

1. Marta was very **flexible** and could easily touch her toes. *fract:* to break
2. There was a specific **location** to play ball in the park. *flex:* to bend
3. There was only a **fraction** of pie left on the plate. *loc:* a place
Read “Updating the Printing Process.” Fill in the Description Web to help you record the important facts in the selection.

Over 4,000 years ago, Egyptians create printing by writing on paper made from the papyrus plant.

Johann Gutenberg invents the printing press, which stamps ink letters onto paper.

Event
The printing process becomes quick and easy.

Newer printing presses use clay plates to make the process go more quickly.

The invention of computers allows printing presses to print hundreds of books and newspapers every day.
Read the passage. Then complete the questions.

Papyrus

When the ancient Egyptians invented an early form of writing, they did not have printing presses or computers. Instead, they wrote on paper that they made from the papyrus plant. To make the paper, stems were cut from the plants. Then the stems were soaked in water, hammered together, and dried in the sun. Finally, Egyptians used ink to write on the sheets of paper.

Making paper took a long time. So did writing manuscripts and making copies by hand before the printing press was invented. As a result, it was difficult for authors to produce books. Books were rare, and sold for high prices that would be unacceptable today. Few people saw books or were able to read. Reading did not become common until new ways of printing were invented.

1. Underline words with the long a sound spelled a, a_e, or ay.

2. Circle the word with the prefix un- and the suffix -able.

3. Why was creating books difficult?

It took a long time to make papyrus sheets. It also took a long time to write manuscripts and make copies by hand.

4. Why did few people see books?

Books were rare and sold for high prices.

5. _______ are people who write books.
   manuscripts  authors  presses
To help you plan your writing, fill in a strong words chart.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Strong Words</th>
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</thead>
<tbody>
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<td></td>
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</table>
Vowel sounds can be short, as in *back*, *fresh*, *lid*, *top*, and *club*. Vowel sounds can be long, as in *may*, *greet*, *tide*, *stove*, and *use*.

A. In the words below, underline the letter or letters that make a short vowel sound. Put a box around the letter or letters that make a long vowel sound.

- shadow
- moment
- leap
- freeze
- finalize
- volume
- rowboat
- relaxed
- shade
- uphill

B. Circle each word from part A in the puzzle.

C. Use the correct words from part A to complete each sentence.

1. That big tree provides a lot of **shad*ede**.
2. Please wait for just a **moment**.
3. Let’s **final*ize** our plans for tonight!
4. The frog was **leap*ing** from rock to rock.

Write the boxed letters from the numbered sentences above to spell the answer to the riddle!

What can you add to a bucket to make it lighter?

A **hole**!

1 2 3 4
A. Use this passage to perform a choral reading or Readers Theater.

May 19, 1980

Mount St. Helens Erupts!

Yesterday, Mount St. Helens erupted, blasting lava and ash across the area. Mom and I were able to flee our house in time, but many people were not able to do that. It looked just like a scene from a movie! The blast caused a great deal of damage. The lava destroyed homes, plants, and everything else in its path.

The eruption was not a surprise to us. Scientists had warned for weeks that an eruption was possible because an earthquake in March created a lot of pressure on the walls of the volcano. When Mom heard the report, she and I made an emergency plan. We followed the plan exactly. I don’t know what kind of damage has been done to our home. I am glad we are staying at Grandma’s house for now!

B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. How do I go/ from this place/ to that one?/

2. It is never/ a fine idea/ to stand near/ a volcano./

3. Why should/ the splendid sprinter/ scream strongly/ at a photo?/

4. Look out!/ The old cobra/ is now down/ in the lounge. /

5. Wonderful!/ The raven/ bought an apron/ with a nickel. /

At Home: Reread the passage and talk about the effect the eruption had on people and the environment.
You can separate the syllables in a word to help you read it.

A. In each word, underline any prefix and draw a box around any suffix.

Example: unkindly

1. election
2. mistreatment
3. unbreakable
4. preheated
5. refillable

B. Which word in each pair has more than one syllable? Write that word and draw lines between the syllables.

Example: worked repayment

1. misuse mints
2. wreck reaction
3. visible plates
4. streak misunderstanding
5. unfairly tolls
A. Vocabulary Words Write the missing words to complete the sentences correctly.

A volcanic 1. **eruption** is when lava is forced up and out of a 2. **volcano**. The hot lava comes from deep under the Earth’s surface. People are told to 3. **flee**, or move away from places where this happens.

There is a lot of 4. **pressure** inside a volcano before it erupts. After the eruption, lava flows from the volcano and looks as though it will 5. **devour** everything around it by covering it. Sometimes it takes years before land that was covered by lava can 6. **revive**.

B. Vocabulary Strategy: Dictionary Use the dictionary entries to help you choose the correct word to complete each sentence.

<table>
<thead>
<tr>
<th>market</th>
<th>glare</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mär’kit) n. A place where food or goods are sold: I went to the market to buy fresh fruit. v. To advertise; to promote; to sell: Let’s market our product so people will buy it.</td>
<td></td>
</tr>
<tr>
<td>(glâr) n. a strong, usually unpleasant light: The glare of the sun hurt my eyes. v. to stare in an unfriendly or angry way: The two fighters glared at each other.</td>
<td></td>
</tr>
</tbody>
</table>

1. It wouldn’t be truthful to ___________ market the cookies as fat-free when we know they contain butter.

2. I could feel Tom ___________ glare at me after I dropped the ball.

3. It was so dark that the sudden ___________ glare of the headlights made me squint.

4. The ___________ market sold everything I needed.
Read “A Signal of Smoke.” Fill in the Theme Chart to determine the theme of the story.

Setting
near Mount St. Helens, a volcano found in Washington State.

What the Characters Want
to share memories of the 1980 eruption of Mount St. Helens and tell about the effect of the eruption on the area.

Plot Problem
Mount St. Helens might erupt again, and the characters are worried.

Outcome
The main character learns about Mount St. Helens from her mother’s journal and from her own experience.

Theme
When you live in an area where a natural disaster can happen, you must know about the danger and be prepared to respond.
Read the passage. Then complete the questions.

When the Smoke Cleared

Dr. Blair came to investigate why the volcano had erupted. He had read the reports made by other scientists. However, Dr. Blair thought these people might have misunderstood what had happened.

People living nearby were still scared. They had seen the eruption devour their houses and wipe out plants and animals. Some people worried that the area might never revive. They also worried that the volcano might erupt again.

Dr. Blair disagreed with those who thought the area would not recover. He had studied many places hit by eruptions and other natural disasters. Plants and animals usually returned. This place would be the same. Life would find a way to continue.

Dr. Blair studied the volcano carefully. His work showed that the volcano would not erupt anytime soon. However, Dr. Blair knew that it was possible to misinterpret numbers. More importantly, his years of experience had taught him that what happens in nature cannot always be predicted.

1. Underline words with the short i sound.

2. Circle the words with the prefix mis- or the suffix -ly. Draw a box around any circled word that has more than three syllables.

3. Which sentence states the theme of the third paragraph?
   Life would find a way to continue.

4. What is the theme of the fourth paragraph?
   Nature cannot always be predicted.

5. devour means to eat or destroy.
To help you plan your writing, fill in a cluster map.
Read the passage. Then complete the questions.

The Pony Express

In 1850, California became part of the United States. As a result, more people began to send messages from the east coast to the west coast. The problem was that there were no planes, phones, or computers in 1850 to send mail over long distances. Instead, people had to use slower methods such as horses and wagons. This way of delivering mail could take almost a month!

In 1860, the Pony Express was created to provide faster mail service. The Pony Express took mail from Missouri to California in about ten days. Older mail services took three weeks for the same trip. How was the Pony Express able to deliver mail so much more quickly? In older mail services, horses and riders got tired and had to rest, so the mail stopped moving. In the Pony Express, riders got a new horse every ten miles. Every 75 to 100 miles, a new rider took over. The mail never stopped moving when the Pony Express was created!

1. What problem was the Pony Express created to solve?
   **The Pony Express was created to solve the problem of slow mail service.**

2. What problem caused older mail services to be slow? Draw a box around the problem.

3. What solution did the Pony Express have for the problem from question 2?
   **Riders got a new horse every ten miles. Every 75 to 100 miles, a new rider took over.**
Read the passage. Then complete the questions.

Surfing the Web

The printing process has changed a lot over the years. For example, people in the past used ink and papyrus, clay tablets, other kinds of paper, or the printing press to write and record information. Today, new inventions such as computers and the Internet allow us to print and share information in new ways.

Internet pages spread news across the world. These news Web sites are better than newspapers in some ways. For example, these Web sites let you read articles from all over the world just by turning on your computer. You don’t have to search for a store that sells newspapers from other cities or countries! More importantly, news Web sites are a fast way of getting news. On a news Web site, you can read news about an event right after it happens.

1. Underline the following signal phrases:
   for example  such as  more importantly

2. What are some methods people in the past used to record information? Put a box around the phrase that tells methods they used.

3. According to the passage, in what ways are news Web sites better than newspapers?

   News Web sites are a fast way of getting news.
   They also let you read articles from all over the world just by turning on your computer.
Read the passage. Then complete the questions.

A Dangerous Mountain

“Today’s class is about Mount Vesuvius,” Mr. Hall said to his students. “It is a volcano in Italy. In A.D. 79, Mount Vesuvius erupted and destroyed three Roman towns. It showed that nature can be a very powerful force.”

Mr. Hall continued. “There were many small earthquakes in the days before the volcano erupted, but people ignored these warnings. They did not leave the area when they should have.”

Mr. Hall frowned. “People keep building new towns there, but Mount Vesuvius keeps damaging them. People must learn from history.”

1. Underline the important information about nature in the first paragraph.

2. Put a box around the sentence that gives information about the warnings people got before Vesuvius erupted.

3. What is the theme of the selection?

   People should pay attention to warnings instead of ignoring them.
A. Draw a line under the word that best completes each sentence. Write the word on the line.

1. Sam’s ____ stories made us laugh.  
   humorous  expectant  mistreatment

2. My sister was ____ to all of our attempts to change her mind.  
   important  attendant  resistant

3. The old ____ showed how our street looked 100 years ago.  
   graph  photograph  reaction

4. Jim ____ gave his time to tutor me.  
   softly  harshly  unselfishly

5. The room is ____ enough to fit all of the sixth-grade students.  
   spacious  unusual  unworkable

6. Our class had many ____ ideas about where to go on a class trip.  
   distraction  different  middle

7. We went to a lake that was ____ by hills.  
   surrounded  allowable  proud

8. Don’t throw away the container. It is ____.  
   mismatched  readable  reusable

B. Circle the prefixes and suffixes in the answer choices above.